

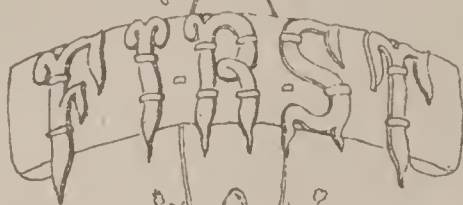
FIRST
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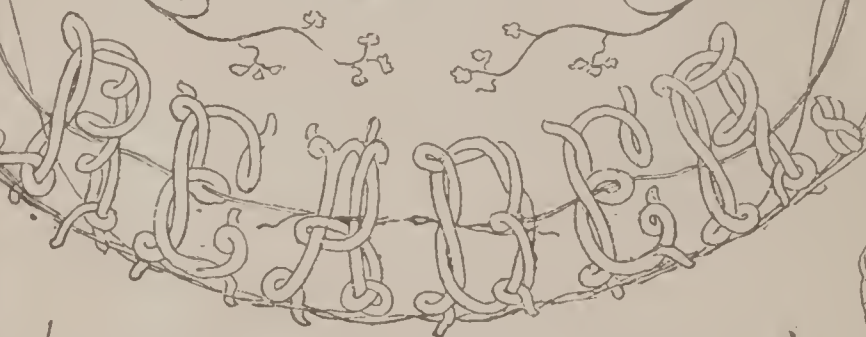
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Book G74S.R.2

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THE FIRST SYLLABARY PHONOGRAPHIC



NEW AND REVISED EDITION:

STEREOGRAPHED

IN THE CORRESPONDING STYLE;

WITH INTERPAGED KEY; AND WITH NOTES.

BY ANDREW J GRAHAM.

NEW YORK:
ANDREW J GRAHAM,
744 BROADWAY.
1891.

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*To secure the phonographic engraving and the various Revisions of the
previous edition, and the combination of the same with the Key.*

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*To secure the Revision of the Key, and the Combination of the same with the
Engraving.*

Edward C. Smith
1897

KEY

TO THE FIRST

STANDARD-PHONOGRAPHIC READER.

§ 1. THIS Key is designed for use when Standard Phonography is studied in accordance with the second method of study described in the next paragraph. Its Notes and Questions will be highly useful to those who have studied in accordance with the first method.

§ 2. TWO METHODS OF STUDY.

The Standard-Phonographic Series secures two methods of instruction and study. *FIRST*. The books may be studied in the ordinary method, the PRINCIPLES AND THE DETAILS being learned from the Hand-Book and then APPLIED AND FAMILIARIZED in reading and writing the exercises (1) in the Hand-Book, according to the exercise, and (2) in the First Reader, and (3) in the Second Reader. *SECONDLY*. There may be learned only those PRINCIPLES *which are indispensable for commencing to read* (as by the study of the Synopsis up to p. 29), and then these principles may be FAMILIARIZED, and the DETAILS thoroughly acquired by reading (1) the interlinear exercises of the Synopsis, (2) the First Reader, by aid of its Key, and (3) the Second Reader with its Key. The Hand-Book, as an ENCYCLOPÆDIA OF PRINCIPLES AND DETAILS, being referred to as indicated by reference in the Readers. The second method will be found easiest for private students, especially for young persons, and should be adopted for classes taking short courses of lessons.

§ 3. METHOD OF READING AND PRACTICE.

1. Read, by aid of the Key, a page of the engraving, or so much as may have been assigned as an exercise; answer the questions at the bottom of the Key-pages; read the notes carefully; and make the references to the Hand-Book, indicated in the Key-pages and in the Notes and References (pp. 75-82, referred to by the small figures in the engraving).

2. As soon as a page or exercise can be read easily *without reference to the Key*, the engraving should be placed in view as a "copy," and copied several times, with a pen, until all the characters can be easily and gracefully formed, and especially until the form and position of each word-sign, contraction, and phrase-sign are carefully impressed upon the memory.

3. That the preceding requirement has been well complied with, will be demonstrated if the pupil can then phonograph the words of the Key, and a comparison of the writing with the engraving should reveal no errors.

This method of reading and practice, though laborious, should be strictly conformed to, the pupil being assured that no other method will so rapidly advance him or her to the thorough knowledge and easy use of one the most beautiful and useful arts.

NOMENCLATURE.

§ 4. The system of naming the letters should be familiarized, not only for its present use, but so that the Phonographic Dictionary may be easily and certainly used to ascertain the best outlines in all your phonographic writing. Without a name-system a Phonographic Dictionary with the requisite completeness would have been practically impossible. Without the Phonographic Dictionary many bad forms for words would be employed, many phonographers would secure

but a portion of the advantages and benefits of Phonography, and many, perhaps, would abandon it at the very threshold of success.

§ 5. For the NAMES—

- | | |
|---|--|
| 1. Of the primary Consonants-Signs—see the Compendium, Part II, of the Hand Book, § 14, and R. 1, 2, and 3. | 8. Of the Ler- and Rel-hook Signs—§ 175. |
| 2. Of the <i>Large Circle</i> and the <i>Loops</i> —§ 28, R. 2; 29, R. 2; 30, R. 2. | 9. Of the Ef- and En-Hook Signs—§ 183; 184; 186, R. 2. |
| 3. Of the Vowel-Signs—§ 49. | 10. Of the Shon- and Tiv-Hook Signs—§ 192; 193. |
| 4. Of the Diphthong-Signs—§ 100. | 11. Of the Small Hook for Shon—§ 197. |
| 5. Of the El- and Ar-hook-Signs—§ 165. | 12. Of Widened Em—§ 204, R. 1. |
| 6. Of the Ar-Hooks preceded by a Circle or Loop—§ 171, R. 1. | 13. Of Lengthened Letters—§ 207, R. 1; 264, R. 2. |
| 7. Of the Hook for <i>In</i> , <i>En</i> , or <i>Un</i> —§ 174, R. 1. | 14. Of the Shortened Letters—§ 214. |
| | 15. Of Enlarged Way and Yay—§ 262, R. 1; 263, R. 1. |

§ 6. To which let there be added—

1. That dashes, angles, and ticks may be indicated by quoting the words for which they stand, as 'all,' 'of,' 'I,' or names may be formed for them by adding to the names of the half-lengths which these small signs resemble the syllable *oid*, signifying *like* or *resembling*; thus Petoid, *i. e.*, Pet-like, which is the sign for *Of*.

2. That Prefix and Affix signs are indicated by quoting them, thus, 'con,' 'accom,' 'ing,' 'bility,' or syllable-names may be employed for some.

3. That the position of a sign is denoted by a small ("superior") figure, as 1 for the First position (See § 39, 1), 2 for the Second Position (§ 39, 2), 3 for the Third Position (§ 39, 3), 4 for the Reporting Fourth Position. § 260.

4. That a Hyphen (-) denotes *Joining* of letters; a Colon (:), *Disjoining* or *Near*; a Dagger (†), *Crossing*; as in En-Vee², *Never*; Kay†:Bee, *Capability*; Ent†Tee, *Notwithstanding*.

REFERENCES.

§ 7. Throughout this work it should be observed—

1. That the references, unless otherwise specified, are to the Compendium, Part II. of the Hand Book. C. or Comp.=Compendium. Orth.=Orthographer, Part V. of the Hand-Book. Syn=Synopsis.

2. That the references are to the sections and their subdivisions, unless preceded by p.=page. Two or more references are separated by a semicolon; thus, 48; 150.

§ 8. KEY TO THE PRONUNCIATION.

As pronunciation will need to be indicated occasionally in the subsequent pages, the following Key should be observed by the student:

ā, ē, etc., long; a, e, etc., short; u as in *full*, and as o in *to*; ū as in *ūp*; æ as in *air*; ɔ as a in *all*; ò as o in *for*, long; ā as a in *ah*; â as a in *art*; ă as a in *ask*; u as oo in *too*; dh for spoken *th*, as in *then*; and th for the whispered *th*, as in *this*; zh for the spoken sound corresponding to the whispered *sh*. (˘) Accent; thus, ak˘sent. (˙) Syllable-mark; thus, in˙kwir.

For ordinary purposes I do not distinguish between o and ò; a, â, and ă; e and ē; simply because the different situations of these sounds are sufficient distinction for ordinary purposes. In the Standard-Phonographic Dictionary these distinctions are always carefully indicated.

§ 9. Observe that in the use of a twelve-vowel scale (§§ 44; 47) some of the vowel-signs represent two sounds, as specified—

1. The second-place heavy dot represents either a as in *ail*=āī, or ai as in *air*=ær, *i. e.*, either ā or æ, the latter being the prolonged sound of a as in *at*. 2. The second-place light dot represents either e or ē, *i. e.*, ê as in *met* or é as in *fern*. 3. The third-place heavy dot represents either ä or à, *i. e.*, either a as in *äh*, father, or the same sound simply shortened, as in *ärt*, *ärm*, *pärt*, *ätter*. 4. That the third-place light dot represents either a or â, *i. e.*, either a as in *at* (*i. e.* æ shortened) or a as in *ask*, which requires the tongue to be in position midway between a and ä, *i. e.*, straight. 'a' requires it to be curved up, thus, ˘, and ä requires the root of the tongue to be depressed. 5. The first-place heavy dash stands for both ɔ and ò, *i. e.*, for a as in *all*=āī, and the same sound simply shortened as in *lòng*, *lòst*, *hòrse*, *òr*, *dòg*. 6. The second-place heavy dash stands for either ô or o, *i. e.*, either o as in *ôld*, *knôwn*=nôn, or o as in *whole*=hōl or *none*=nōn.

KEY

TO THE

FIRST STANDARD-PHONOGRAPHIC READER.

WHAT I LIVE FOR.

I live for those who love me,
For those I know are true,
For the heaven that smiles above me,
And awaits my spirit, too :
For the human ties that bind me,
For the task by God assigned me,
For the bright hopes left behind me,
And the good that I can do.

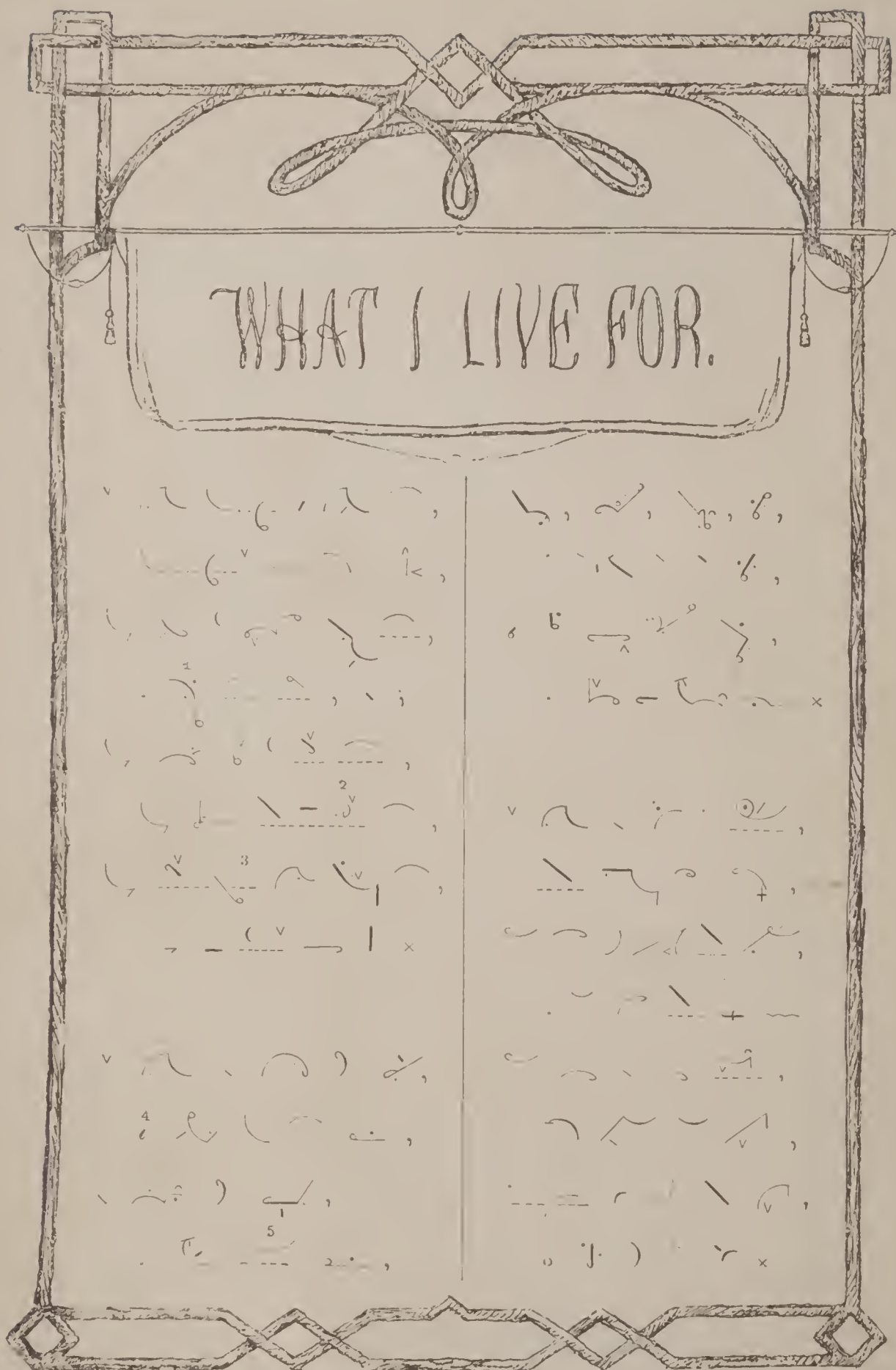
I live to learn their story,
Who've suffered for my sake,
To emulate their glory,
And follow in their wake :

Bards, martyrs, patric's, sages,
The noble of all ages,
Whose deeds crown hist'ry's pages,
And Time's great volume make.

I live to hail the season,
By gifted minds foretold,
When men shall rule by reason,
And not alone by gold—
When man to man united,
And every wrong thing righted,
The whole world shall be lighted
As Eden was of old.

Questions.—What is a word-sign ? See § 33. What is a sign-word ? 33. What is the rule of position for word-signs ? 39. What is the sign for All ? [68 ; 69]—alone ? *and* when alone ? *and* joined ? [71] are ? [37]—as ? be ? [55, *b*]—by ? can ? do ? [55, *b*]—every ? for ? God ? great ? hope ? hopes ? [38, 2]—I ? in ? in their ? [211]—know ? man ? men ? [55, *a*]—me ? my ? not ? of ? [68 ; 69]—shall, spirit, that ? *the* when alone ? [69]—*the* joined ? [70]—their ? thing ? those ? to ? two ? was ? when ? who ? who've ? [69 ; 201, R, 4]—whose ? [69, R. 3]—whole ? [55, *a*]—world ?

With what should *w* following an initial vowel be written ? 117, 4. What is the rule of position for words of horizontal letters only ? 52. For words having perpendicular or sloping letters ? 53. For words whose first or only inclined consonant is half-length ? 219. How may a dash-vowel be written to read between the consonants of an El-hook or Ar-hook sign ? 169, 3. See *Gold, volume, foretold*, on p. 5.



WHAT I LIVE FOR.

v . . . 6 . . . 1 . . . 2 . . .
6 . . . 1 . . . 2 . . .
1 . . . 2 . . . 3 . . . 4 . . .
1 . . . 2 . . . 3 . . . 4 . . .
1 . . . 2 . . . 3 . . . 4 . . .
1 . . . 2 . . . 3 . . . 4 . . .
1 . . . 2 . . . 3 . . . 4 . . .
1 . . . 2 . . . 3 . . . 4 . . .
1 . . . 2 . . . 3 . . . 4 . . .
1 . . . 2 . . . 3 . . . 4 . . .

v . . . 1 . . . 2 . . . 3 . . .
4 . . . 5 . . . 6 . . . 7 . . .
1 . . . 2 . . . 3 . . . 4 . . .
5 . . . 6 . . . 7 . . . 8 . . .

1 . . . 2 . . . 3 . . . 4 . . .
5 . . . 6 . . . 7 . . . 8 . . .
1 . . . 2 . . . 3 . . . 4 . . .
5 . . . 6 . . . 7 . . . 8 . . .

v . . . 1 . . . 2 . . . 3 . . .
4 . . . 5 . . . 6 . . . 7 . . .
1 . . . 2 . . . 3 . . . 4 . . .
5 . . . 6 . . . 7 . . . 8 . . .

v . . . 1 . . . 2 . . . 3 . . .
4 . . . 5 . . . 6 . . . 7 . . .
1 . . . 2 . . . 3 . . . 4 . . .
5 . . . 6 . . . 7 . . . 8 . . .

o l — x

v a r s

c l k ,

v d s

L o a ¹ ,

v l s ,

v l s ,

v l s ,

v l s x

v a l s ,

v l s ,

v l s ,

v l s ,

v l s ,

v l s ,

v l s ,

v l s x

G. L. Banks

Systematic Reading.

v l s x v l s ⁴ v l s ⁵ v l s ; v l s

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v l s ⁶ v l s v l s v l s v l s v l s v l s v l s v l s v l s

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v l s ⁸ v l s v l s v l s v l s v l s v l s v l s v l sv l s ⁹ v l s v l s v l s v l s v l s v l s v l s v l sv l s ¹⁰ v l s v l s v l s v l s v l s v l s v l s v l s

v l s v l s v l s v l s v l s v l s v l s v l s v l s

I live to hold communion
 With all that is divine,
 To feel there is a union
 'Twixt nature's heart and mine ;
 To profit by affliction,
 Reap truths from fields of fiction,
 Grow wiser from conviction,
 And fulfill each grand design.

I live for those who love me,
 For those who know me true,
 For the heaven that smiles above me,
 And awaits my spirit, too ;
 For the wrong that needs resistance,
 For the cause that lacks assistance,
 For the future in the distance,
 And the good that I can do.

G. L. Banks.

SYSTEMATIC READING.

Read Systematically. Nothing truly useful and permanent can be acquired without a plan ; no one ever became well-informed by accident. Begin with elementary facts and principles, and as you advance, you will presently see at least the relations and connections of the different departments of knowledge. Do not run from one subject to another : one thing at a time is ordinarily enough for most minds. Let your reading-time be sacredly appropriated, remembering how much useful knowledge is to be acquired, and how short the time to acquire it.

Read slowly. It is not the reading of many books that secures knowledge. Some fear to admit that they have not read the new publications of the day ; but it is a pitiful ambition, that of the omnivorous reader, who wishes to be understood as having read everything, and who, to enable him to prate with appearance.....

Questions.—What is the word-sign for Another ? at ? but ? different ? do not ? each ? every ? from ? have ? having ? [232, 4]—him ? [55, a]—how ? is ? it ? let ? much ? nature ? nature's ? [40, R. 2]—no ? one ? principle ? principles ? [40, 2]—read ? reading ? remembering ? subject ? there ? they ? to be ? truth ? truths ? use ? useful ? [40, 2]—with ? without ? wish ? wishes ? you ? your ? What is the contraction [104, R. 2] for Understood ? new ? knowledge ? How are the words of the implied ? 248. How is the prefix *well-* expressed ? 229. What word of a phrase usually determines its position ? 245. See *Can be, it is not the, everything*, on p. 6.

Phonographic Description.—The naming of the phonographic outlines, in accordance with the system of Phonographic Nomenclature, is called *Phonographic Description*. Some specimens of it will occur in subsequent pages when space allows.

of information, skims through this work and that, or hunts through the reviews and gets a second-hand smattering, to secure the praise of being well-read.

Those who truly desire to improve, will despise such affectation, and be content to read deliberately. I do not mean sluggishly, but thoughtfully. There is a world of wisdom in the old adage, "Make haste slowly," and those who read, as all should, for the purpose of acquiring useful knowledge, will observe that adage by reading with a fixed effort of attention and thought. It was remarked by Haller, that "We are deaf while yawning, for the same act of drowsiness which opens our mouths, closes our ears." It is much the same in acts of the understanding. A lazy, half-attention amounts to a mental yawn.

In aiming at mental improvement, our object may be considered in a two-fold aspect: to fill the mind with facts involving principles, and to enlarge the mind itself; to sharpen the faculties, and to strengthen them. The reader wants not only materials for his business, but he must improve the tools of his trade, his mental faculties. Discursive reading will never do either. By it the mind is made a mere passive recipient, not an active agent; and the dreamy, half-caught ideas of the author, pass away like shadows, leaving no definite or permanent impressions.

Read with a resolution to make what you read your own. Several ways of doing this may be suggested. The most important is a habit of fixed attention and thought. Another is to write as you read; to make an abstract of your author; its results are sure and invaluable. Among these results will be one which every person should desire—the ability to express himself with purity and precision. One author thus studied, will benefit the mind more than fifty passed over rapidly.

Questions.—What is the sign for At? away? being? (derivative word-sign—40, 2)—by? either? every? for? for his? (p. 142. R. 7, a—245)—he? himself? [232, 13]—his? [37, R. 1]—important? improve? improvement? invaluable? [derivative word-sign—178]—may? made? materials? [*dies*=derivative word-sign—210]—mere? more? never? of his? [245]—or? own? [55, a]—our? object? [142, R. 1]—over? remark? remarked? [178]—several? should? [72]—this? thought? than? through? then? thus? want? way? we are? well? what? while? which? will? What is the affix-sign for -ing? [232, 4.]

Phonographic Description.—"Those who truly desire," etc.—Dhees³ Jedoid² [*i. e.*, like Jed, or shortened Jay, the syllable *oid* signifying *like*, as in *spheroid*=*sphere-like*] Ter-Lay Dees-Ar Petoid² Emp². Lay² Dees²-Pees Iss-Chay [or Schay] Ef-Kay-Teeshon, Ketoid-Bee² 'con':Tent² Petoid² Ard¹ Del-Bret-Lay. Retoid-Dent² Men¹ Slay-Gay-Shel, Tetoid² Thet¹-Fel. Dhers²-Ketoid Eld² Petoid¹ Zed¹-Em En¹-Chetoid Eld² Dee-Jay, "Em²-Kay Hayst Slay-Lay," Ketoid-Dhees³ Jedoid² Ard¹, Iss² Bedoid¹ Chetoid²—.

o b —) x

\ . c . . . 1 1, 2) (2 L e \ , . .
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 . . . 5 x " . . .
 . . . x " Dr. Potts.

Note-Making.

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) L L L . . . 7 L / \ . . L .
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 " L x " . . .
 . . . 6 L . . . x " . . .
 . . . 8 L L . . .
 . . . x L V . . .
 L V ,) . . .
 1 , . . . x 6 L . . . 10 " L , "

. L . . . 11 L . . . 12 L V .
 . . . 6 L . . . 13
 . . . x " . . .

By conversing with others relative to what you have read, especially if they are familiar with the subject, the mind will be stimulated, and obtain a better command of its knowledge, and the facts and principles will be more deeply impressed upon it. "Reading makes the full man, writing the correct man, and speaking the ready man." *Dr. Potts.*

NOTE-MAKING.

The practice of writing down thoughts and facts for the purpose of holding them fast, and preventing their escape into the dim region of forgetfulness, has been much resorted to by thoughtful and studious men. Addison amassed as much as three folios of manuscript materials before he began his "Spectator." Lord Bacon left behind him many manuscripts, entitled "Sudden Thoughts Set Down for Use." Erskine made great extracts from Burke; and Eldon copied "Coke upon Littleton" twice over with his own hand, so that the book became, as it were, part of his own mind. The late Dr. Pye Smith, when apprenticed to his father as a book-binder, was accustomed to make copious memoranda of all the books he read, with extracts and criticisms. These note-books afterwards proved like Richter's "Quarries," the great storehouse from which he drew his illustrations.

The same practice characterized the eminent John Hunter, who adopted it for the purpose of supplying the defects of memory; and he was accustomed thus to illustrate the advantages to be derived from putting one's thoughts in writing. "It resembles," he said, "a tradesman taking an account of stock, without which he never knows either what he possesses, or in what he is deficient." *Samuel Smiles.*

Questions.—What is the sign for Account? advantage? advantages? afterward? and he was? as a? as it? as much as? [246]—before? down? especially? full? has been? [245]—he is? if? if they are [211]—know? knows? Lord? manuscript? put? putting? of his own? [245]—of its? one's? so? so that the? to his? upon? upon it? use? were? will be? without which? you have? 245.

Observe that the tick for *A-n-d* is perpendicular or horizontal, and the *The*-tick slanting. How can the *A-n-d* tick be written to imply a preceding *ing*? How can the *The*-tick be written for that purpose? What is the affix-sign for *-fulness*? 232, 2.

THE MOSS-COVERED BUCKET.

1. How dear to my heart are the scenes of my childhood,
 When fond recollection presents them to view !
 The orchard, the meadow, the deep-tangled wild-wood,
 And every loved spot which my infancy knew :
 The wide-spreading pond, and the mill that stood by it,
 The bridge and the rock where the cataract fell,
 The cot of my father, the dairy-house nigh it,
 And e'en the rude bucket which hung in the well !
 The old oaken bucket, the iron-bound bucket,
 The moss-covered bucket which hung in the well.

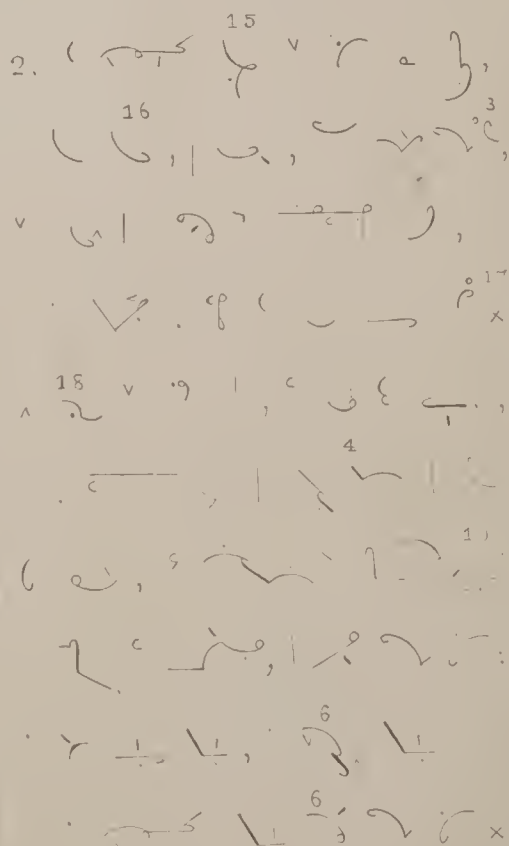
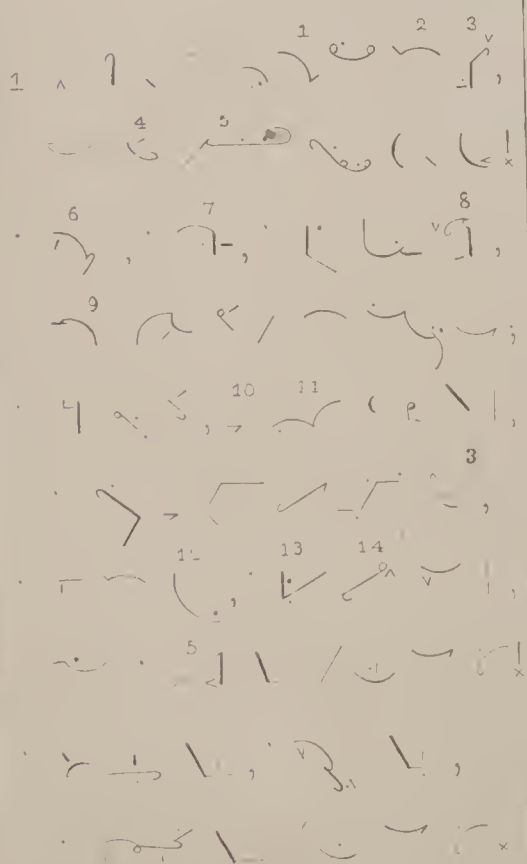
2. That moss-covered vessel I hail as a treasure ;
 For often, at noon, when returned from the field,
 I found it the source of an exquisite pleasure,
 The purest and sweetest that nature can yield.
 How ardent I seized it, with hands that were glowing,
 And quick to the white-pebbled bottom it fell,
 Then soon, with the emblem of truth overflowing,
 And dripping with coolness, it rose from the well :
 The old oaken bucket, the iron-bound bucket,
 The moss-covered bucket arose from the well.

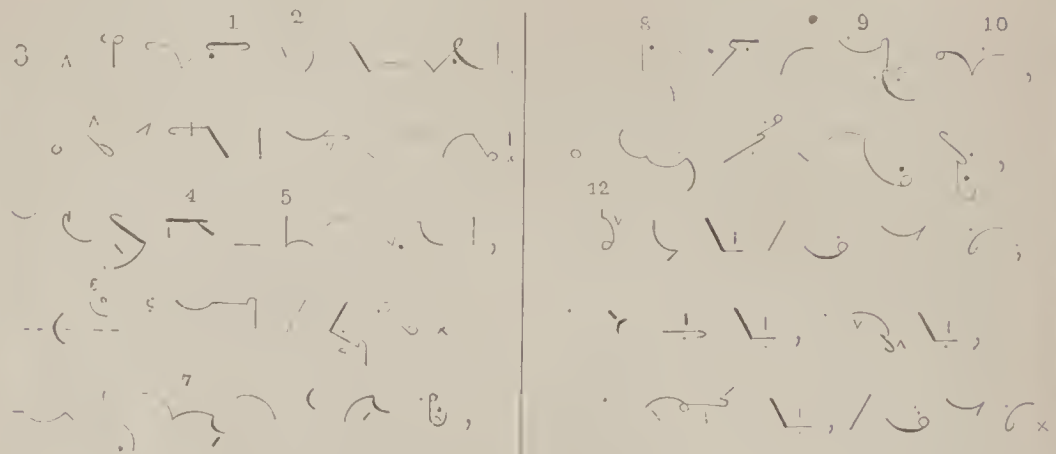
Questions.—What is the sign for And-the ? as a ? at ? dear ? I ? knew ? nature ? of an ? of my ? often ? [201. R. 1]—*over-* when a prefix ? [229]—pleasure ? that ? that were ? them ? to the ? truth ? when ? How may a diphthong-sign be written so as to read between the consonants of an El-hook or Ar-hook sign ? 169, 4. In what position should Fend for *found* be written ? 219, 1.

Phonographic Description.—"How dear," etc.—ou² Der² Pet^{oid} Em¹ Art² Ar²-Ret^{oid} Sens¹ Pet^{oid} Em Cheld¹-Dee, Wen¹ Fend¹ Ray-Kel-Kayshon Per-Sents Dhee² Pet^{oid} Vee ! ē¹ Ar-Cherd, ē¹ Em-Dee, ē¹ Dee-Pee Tee-Ing-Geld Weld¹. Weh-Dee, Ketoid-Ver² Lay-Ved Spet¹ Chay² Em¹ En-Fen-Es En²-Chetoid : ē¹ (wī)Dee Spred²:ing Pend¹, Ketoid²-Chetoid Em-Lay Dhet¹ Sted² Bee¹ Tee² : ē¹ Ber-Jay Ketoid²-Chetoid Ray-Kay Wer²-Chetoid Ket-Ray-Ket Fel, ē¹ Ket¹ Petoid¹-Em Efdher², ē¹ Dee Ray Hays En¹ Tee², Ketoid-En¹ ē¹ Bay-Dee Bee-Ket Chay² Ing² En¹-Chetoid Wel² ! ē¹ Eld² Ken Bee-Ket, ē¹ Arn-Bend Bee-Ket, ē¹ Ems-Kef-Red Bee-Ket Chay² Ing En¹-Chetoid Wel².

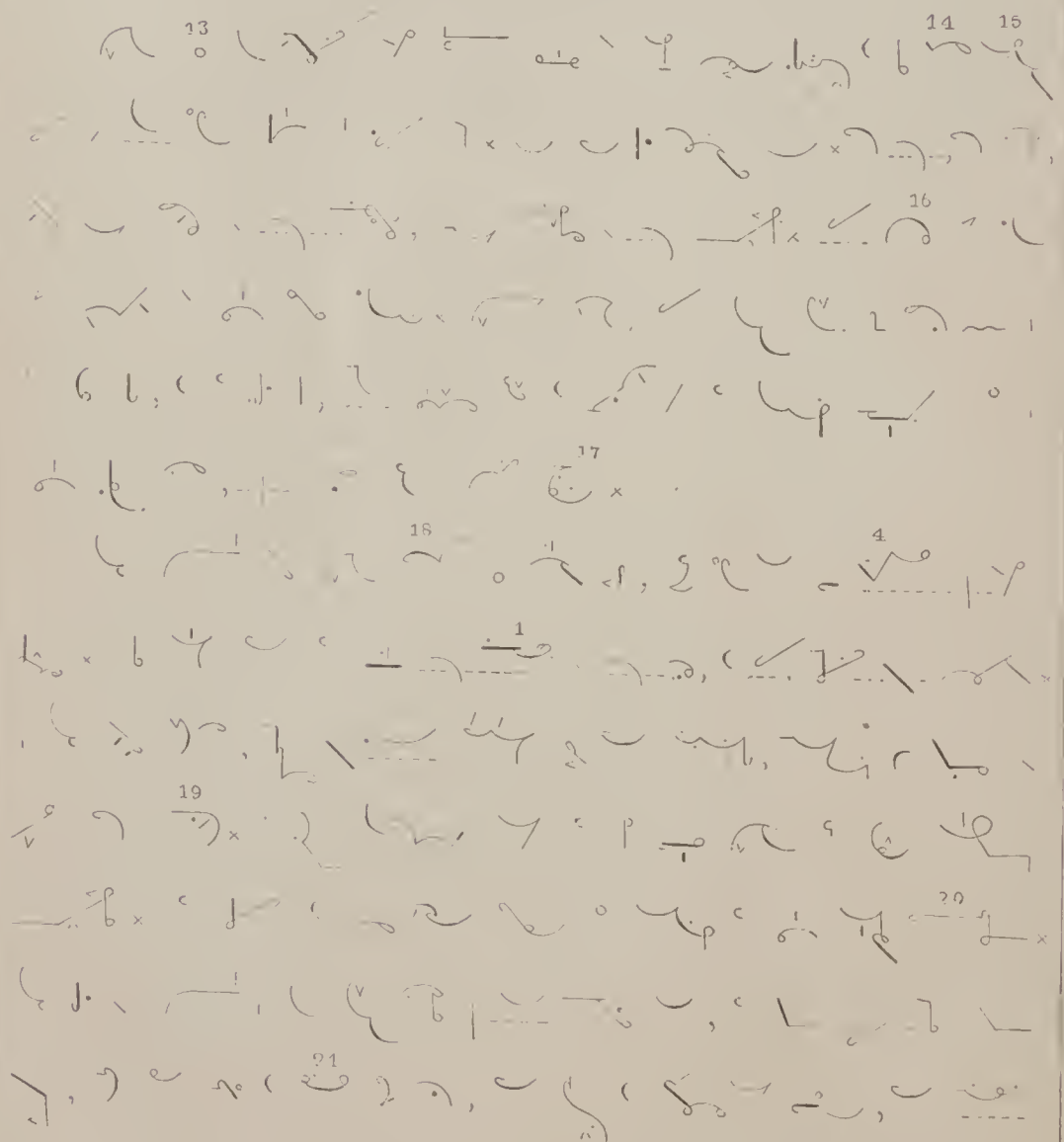


THE MOSS-COVERED BUCKET.





The Shifting Hues of Life.



3. How sweet from the green mossy brim to receive it,
 As, poised on the curb, it inclined to my lips!
 Not a full-blushing goblet could tempt me to leave it,
 Though filled with the nectar which Jupiter sips.
 And now, far removed from that loved situation,
 The tear of regret will intrusively swell,
 As fancy reverts to my father's plantation,
 And sighs for the bucket which hangs in the well;
 The old oaken bucket, the iron-bound bucket,
 The moss-covered bucket, which hangs in the well.

THE SHIFTING HUES OF LIFE.

Life has, for an observer, such a quick succession of interesting and amusing adventure, that it is almost inconceivable he should ever feel dull, or weary of it. No one day resembles another. Every hour, every minute, opens new stores to our experience, and new excitements to our curiosity. We are always on the eve and on the morrow of some surprising event. Like the moth, we are forever flying toward a star but with this difference, that we attain it, and if sometimes we find that a halo which we fancied a glory is but some deceiving mist, at least we have learned a lesson.

If we look upon life merely as humble students, we shall not feel any great bitterness at such disappointments. It is only when we hug our ignorance to our hearts, that we are, and deserve to be, miserable. But if we open the eyes of the mind, and determine to be neither wantonly stupid nor inattentive, an enchanted world begins to rise from chaos. The aspect even of the room in which we sit grows lively with a thousand unsuspected curiosities. We discern that the most ordinary person is invested with some noticeable characteristic. If we deign to look but for five minutes at any common-place thing, we become aware of its peculiar beauty: and there is not a bird that wings through the air, nor a flower that blossoms in the garden, nor an insect

Questions.—What is the sign for Almost? always? and on the? any? as? aware? become? could? difference? even? forever? has? [37, R. 1]—hour? if? if we? interest? interesting? in which? [246]—is not? merely? [Observe that the primitive word *more* retains its position when the formative *Lay* for *-ly* is added. 261, R. 2]—my father? nor? now? on the? [72, b]—peculiar? surprise? [The first *r* omitted. 236, 4.]—surprising? to be? toward? toward a-n? we? [140]—we find? we have? we shall not? with a?

that crawls in the depths of the earth, nor a fish that swims in the water, but has its own singular and delightful story.—*Household Words*.

A WONDERFUL INSTRUMENT.

A gentleman just returned from the city, was surrounded by his children, who were eager to hear the news, and still more eager to see the contents of a small portmanteau, which were, one by one, carefully unfolded and displayed to view. After distributing among them a few presents, the father took his seat again, and the following conversation took place.

Father. I have brought from the city, for my own use, something far more curious and valuable than any of the little gifts which you have received. It is too good to *present* to any of you, but I will give you a brief description of it, and then, perhaps, allow you to inspect it.

This small instrument displays the most perfect ingenuity of construction, and the most exquisite nicety and beauty of workmanship. From its extreme delicacy, it is so liable to injury, that a sort of slight curtain adorned with a beautiful fringe, is always provided, and so placed as to fall, in a moment, on the approach of the slightest danger. Its external appearance is always more or less beautiful, although in this respect there is a great variety in the different sorts.

But the internal contrivance is the same in all of them, and is, in the highest degree, curious and wonderful. By a slight movement easily effected by the person to whom it belongs, you can ascertain with great accuracy, the size, color, shape, weight, and value of any article, whatever. A person who has one of these instruments, is saved the trouble of asking a thousand questions, and of making troublesome experiments, and at the same time,.....

Questions.—What is the sign for After? again? and? and is? and of? and the? and then? any? as to? but? but the? by a? by his? carefully? different? few? for? from the? gentleman? great? has? has it? has its? I have? I will? is? is the? in the? in this respect? it is? more? my? nor? nor a? of a? of it? of these? [246, 1]—one? own? or? something? than, that, then, they-m? there is a? this? to? too? use? value? valuable? was? were? whatever? which? who? with? with a? you? you have? [245]—you can?

What is the sign for the prefix *con-*? [228, 3]—for the affix *-ing*? [232, 4]—*tor ing a?* 114.

[illegible]

Edward. 

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2, 7, 1, 9, 4, 5, 3, 6, 8

by its use, he obtains much more accurate and extensive information than he could in any other way.

Edward. If they are such very useful things, I wonder that everybody that can afford it, does not have one.

F. They are not so uncommon as you may suppose; I know several individuals who possess one or two of them.

Henry. How large is it, father? Could I hold it in my hand?

F. You might: but I should be very sorry to trust mine with you.

E. You will be obliged to take very great care of it, then.

F. Indeed I must. I intend every night to inclose it in the small screen of which I told you, and it must, besides, occasionally be washed in a certain colorless fluid, kept for this purpose. But, notwithstanding the tenderness of this instrument, it may be darted to a great distance, without the least injury or any danger of losing it.

H. How high can you dart it, father?

F. I am almost afraid to tell you, lest you should think I am jesting.

E. Higher than this house I suppose?

F. Much higher.

H. Then how do you get it again?

F. It is easily cast down again by a gentle movement that does it no injury.

E. But who can do this?

F. The person whose business it is to take care of it.

H. Well, I can not understand you at all; but do tell us, father, what is it chiefly used for?

F. Its uses are so various, that I know not which to mention. It is of great service in deciphering old manuscripts, and indeed, has its use in modern prints. It will assist us greatly in acquiring all kinds of knowledge, and without it,

Questions.—What is the sign for Almost? [229]—and it must? are? as? at all? can? can not? care? could? do? does? does not? down? every? for? he? higher? [102, R. 2]—how? I? [102]—I am? [103; 245]—if? if they are? [211]—is? is it? it? it will? [178]—kind? kinds? [221]—know? knowledge? may? might? more? [178]—much? no? not? [221]—notwithstanding? of it? of them? of which? [246, 1]—other? [178]—several? should be? [72, 6]—tell? they are? [178]—they are not? this? [37]—to a-n? told? [221]—thing? things? [37; 38, 1]—uncommon? [37; p. 142, R. 5]—us? [37]—use? uses? [38, 1]—useful? [p. 142, R. 5] used? [221]—very? way? [37]—well? [140]—with? [140]—which? [37]—who? [69]—whose? [69, R. 3]—without? [221]—you? [140, and R. 3]—you may? [245]—you should? you will be?

Observe that unaccented vowels are frequently omitted [239], and sometimes all the vowels of words of peculiar outline or of frequent occurrence, as *instrument*. 239, 2.

some of the most sublime parts of creation would be matter of mere conjecture.

E. Well, tell us something more about it.

F. It is of a very penetrating quality, and can often discover secrets which could be detected by no other means. It must be confessed, however, that it is equally liable to reveal them.

H. What! can it speak, then?

F. It is sometimes said to do so, especially when it meets with one of its own species.

E. Of what color is it?

F. They vary considerably in this respect.

E. Of what color is yours?

F. I believe it is of a darkish color, but, to confess the truth, I never saw it in my life.

E. and *H.* *Never saw it in your life?*

F. No, nor do I wish to see it:

but I have seen a representation of it, which is so exact that my curiosity is perfectly satisfied.

E. But why don't you look at the thing itself?

F. I should be in danger of losing it, if I did.

H. Then you could buy another.

F. Nay, I believe that I could not prevail on anybody to part with such a thing.

E. Then how did you get this one.

F. I am so fortunate as to have more than one: but how I got them I really can not recollect.

E. Not recollect? Why, you said you brought them from the city to-night.

F. So I did; I should be sorry if I had left them behind me.

H. Tell, father, do tell us the name of this wonderful instrument.

F. It is called—an eye.

Jane Taylor.

Questions —What is the sign for About? at? at the? called? [221]—could not? [245]—do not? [221]—equal-ly? [178]—however? [37]—I did? [103]—I ha! ? [103? 246, 1]—itself? [37]—matter? [210]—mere? [178] often? [201, and R. 1]—representation? [202]—see? [37]—something? [142]—to have? [201, R. 4]—to-night? [229]—well? [140]—wish? [37]—which could be? [245]—why? [140]—would? [140]—would be? [245]—you could? [245].

How is emphasis denoted? 80. What is the phonographic dash? 78. What is the phonographic period? 78.

From the references to the Hand-Book on this and the preceding page, the student will discover that that work gives *classified partial* lists of the word-signs and contractions. These signs will be better impressed upon the memory by studying, now and then, the partial lists, observing how the different uses of the same letter are distinguished by position—that, for instance, in § 37, Pee² is *up*; Pee³, *hope*; that Bee¹ is *by*; Bee² is *be*, and Bee³ is *to be*. As to denoting position by figures, see § 260.

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F. 1 2 3 4 5 6

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F. 1 2 3 4 5 6

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Jane Taylor.

Door Richard's Sayings

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POOR RICHARD'S SAYINGS.

If pride leads the van, beggary brings up the rear. He that can travel well afoot, keeps a good horse. Take this remark from Richard poor and lame—Whate'er's begun in anger ends in shame. The worst wheel of the cart makes the most noise. Against diseases, know the strongest fence is the defensive virtue, abstinence. If you would have a faithful servant, and one that you like, serve yourself.

A mob's a monster; with heads enough, but no brains. The discontented man finds no easy chair. When prosperity was well mounted, she let go the bridle, and soon came tumbling out of the saddle. A little neglect may breed great mischief; for want of a nail the shoe was lost, and for want of a shoe the horse was lost, and for want of a horse the rider was lost.

A false friend and a shadow attend only while the sun shines. Plow deep while sluggards sleep, and you shall have corn to sell and to keep. Old boys have playthings as well as young ones; the difference is only in the price. If you would keep your secret from an enemy, tell it not to a friend.

One to-day is worth two to-morrows. What maintains one vice, would bring up two children. It is foolish to lay out money in the purchase of repentance. If you would know the value of money, go and try to borrow some; for he that goes a-borrowing goes a-sorrowing.

Pride breakfasted with plenty, dined with poverty, and supped with contempt. Fly pleasures and they will follow you.

Creditors have better memories than debtors; creditors are a superstitious sect,—great observers of set days and times. Sloth makes all things difficult; industry, all easy.

A great part of the miseries of mankind are brought upon them by the false estimate they make of the value of things. *Dr. Franklin.*

Questions.—What is the sign for As well as? [245]—difference? [201]—difficult? [178]—remark? out? pleasure? shall? shall have? she? [37]—they will? up? upon? want? while?

How may it be indicated that *-l-ty* or *-r-ty* is to be added to a sign, as *r-ty* to *p* in *prosperity*? [232, 8]. What is the sign for the prefix *discon-*? [228, 5]. Observe that the prefix *a-* is put as vocalization, as in *afoot*, and sometimes joined, like the article *a*, as in *a-borrowing* and *a-sorrowing*. See Standard-Phonographic Dictionary, under *A-*.

RAIN IN SUMMER.

How beautiful is the rain ! after the dust and heat, in the broad and fiery street, in the narrow lane—how beautiful is the rain !

How it clatters along the roofs, like the tramp of hoofs ! How it gushes and struggles out, from the throat of the overflowing spout !

Across the window-pane it pours and pours ; and swift and wide, with a muddy tide, like a river, down the gutter roars—the rain, the welcome rain !

The sick man from his chamber looks at the twisted brooks ; he can feel the cool breath of each little pool ; his fevered brain grows calm again, and he breathes a blessing on the rain.

From the neighboring school come the boys, with more than wonted noise and commotion ; and down the wet streets sail their mimic fleets, till the treacherous pool engulfs them in its whirling and turbulent ocean.

In the country, on every side, where far and wide, like a leopard's tawny and spotted hide, stretches the plain, to the dry grass and the dryer grain, how welcome is the rain !

In the furrowed land the toilsome and patient oxen stand ; lifting the yoke-encumbered head, with their delighted nostrils spread, they silently inhale the clover-scented gale, and the vapors that arise from the well-watered and smoking soil.

Near at hand, from under the sheltering trees, the farmer sees his pastures, and his fields of grain, as they bend their tops to the numberless beating drops of the incessant rain. He counts it no sin that he sees therein only his own thrift and gain.

H. W. Longfellow.

Questions.—What is the sign for And his ? [37, and R. 1 ; 246, 2]—come ? come the ? each ? [37]—in ? in its ? near ? [178]—number ? numberless ? [p. 142, R. 5]—till ? therein ? [233, and R. 5]—under ? [221]—where ?

Observe that *encum-* is represented by the sign of the similar prefix, *incom-*. 228, 7 ; 228, R. 1, c. The slanting tick - *the*—may be written in place of the *ing*-dot to imply a preceding *ing*, as in *lifting the*. What is the phonographic hyphen-mark ? 78. Be sure to refer to Notes and References when indicated by the “superior” figures in the phonographic engraving.

RAIN IN SUMMER

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H. W. Longfellow

A Curtain Lecture by Mrs. Caudle.

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A CURTAIN LECTURE BY MRS. CAUDLE.

Bah! That's the third umbrella gone since Christmas. What were you to do? Why, let him go home in the rain, to be sure. I am very certain there was nothing about him that would spoil. Take cold, indeed? He doesn't look like one of the sort to take cold. Besides, he'd better have taken cold than taken our umbrella.

Do you hear the rain, Mr. Caudle? I say, do you hear the rain? As I'm alive, if it isn't St. Swithin's day! Do you hear it against the windows? Nonsense! You don't impose upon me; you can't be asleep with such a shower as that! Do you hear it, I say? O! you *do* hear it! Well, that's a pretty flood, I think, to last for six weeks, and no stirring all the time out of the house. Pooh! don't think me a fool, Mr. Caudle; don't insult me; *he* return the umbrella! Anybody would think you were born yesterday. As if anybody ever did return an umbrella!

There; do you hear it? Worse and worse. Cats and dogs, and for six weeks: always six weeks; and no umbrella! I should like to know how the children are to go to school to-morrow! They sha'n't go through such weather, I am determined. No; they shall stop at home and never learn anything (the blessed creatures!) sooner than go and get wet! And when they grow up, I wonder who they'll have to thank for knowing nothing; who, indeed, but their father? People who can't feel for their own children, ought never to be fathers.

But I know why you lent the umbrella: O! yes, I know very well! I was going out to tea at dear mother's to-morrow; you knew that, and you did it on purpose. Don't tell me! You hate to have me go there, and take every mean advantage to hinder me.....

Questions.—What is the sign for About him? against? as if? [246, 4]—always? [239, 2]—anything? [142]—advantage? be? do you? dear? [178]—I say? I think? [103]—if it? [221]—*Knew or new?* [104]—Mr.? never? *O* or *Oh*? ought? think? thank? through? there was? sure? to be? very certain? very well? *Well*, *Well*, often drops the hook, for sake of phrase-writing. See *Well* in Standard-Phonographic Dictionary.

That's, I'm, doesn't, etc., are vocalized, to distinguish them from *That is, I am, does not, etc.*

But don't you think it, Mr. Caudle, no, sir ; if it comes down in buckets-full, I'll go all the more. No ; and I won't have a cab ! Where do you think the money's to come from ? You've got nice high notions at that club of yours !

A cab, indeed ! Cost me sixteen pence, at least. Sixteen pence ! Two and eight pence ; for there's back again. Cabs, indeed ! I should like to know who's to pay for 'em ; for I'm sure you can't, if you go on as you do, throwing away your property, and begging your children, buying umbrellas ! Do you hear the rain, Mr. Caudle ? I say, do you hear it ? But I don't care - I'll go to mother's to-morrow - I will ; and what is more I'll walk every step of the way ; and you know that will give me my death. Don't call me a foolish woman ; it is you that is the foolish man.

You know I can't wear clogs ; and with no umbrella, the wet's sure to give me a cold : it always does ; but what do you care for that ? Nothing at all. I may be laid up, for what you care, as I dare say I shall ; and a pretty doctor's bill there'll be. I hope there will. It will teach you to lend your umbrellas again. I shouldn't wonder if I got my death : yes, and that's what you lent me the umbrella for, of course !

Nice clothes I get, too, tramping through weather like this. My gown and bonnet will be spoiled quite. Needn't I wear 'em then ? Indeed, Mr. Caudle, I *shall* wear 'em. No, sir ; I'm not going out a dowdy, to please you or anybody else. Gracious knows ! It isn't often that I step over the threshold ; indeed, I might as well be a slave at once : better, I should say, but when I do go out, Mr. Caudle, I choose to go as a lady.....

Questions.—1st line. What is the sign for But ? you ? think ? it ? Mr. ? no ? if it ? come ? comes ? [p, 142, R. 5]—down ? in ? full ? 12 words out of 17 represented by word-signs—showing the utility of word-signs....2d l. 'and-I.' 71 ; 246, 2....4th l. 'pence.' How is the circle distinguished from simple Iss ? 27, 1. 187, 1....5th l. 'there's.' What kind of vowel is indicated by the vowel-circle ? 169, 1 and (a). What is the sign for Who ? whose ? 69, R. 3....7th l. 'children.' What vowel is indicated by the vowel-circle ? 27, 1 : 187, 1. Why is it written after Chel ? Observe that as the vowel-circle indicates reading *between*, the writing it *before* and *after* is made to denote *long* and *short*. 'I say.' In what directions may initial abbreviated *I* be written ? 103. See 'I will,' next line....9th l. 'step of the way.' How are *of the* implied ? 248. 'a foolish.' What are the two directions of the tick for *a-n-d* ? 71. Why is the dash written through Fel ? 169, 3....12th l. 'always.' What words besides word-signs may be left unvocalized ? 239, 2....13th l. 'I hope.' The dash or tick *I* is brought down from its natural position to adapt it to the position of *hope*. 246, 2.

4th l. from bottom. 'wear.' Observe that second place heavy dot here represents not *ā* but *æ*. See 44 and 2.

O! that rain, if it isn't enough to break in the windows. Ugh! I look forward with dread for to-morrow! How am I to go to mother's, I'm sure I can't tell, but if I die, I'll do it. No, sir, I won't borrow an umbrella: no; and you sha'n't *buy* one. Mr. Caudle, if you bring home another umbrella, I'll through into the street. Ha! And it was only last week I had a new nozzle put to that umbrella. I'm sure if I'd 'ave known as much as I do now, it might have gone without one. Paying for new nozzles for other people to laugh at you!

O! its all very well for you; you can go to sleep. You've know thought of your poor patient wife, and your own dear children; you think of nothing but lending umbrellas. Men, indeed!—call themselves lords of the creation! Pretty lords, when they can't even take care of an umbrella! I know that walk to-morrow will be the death of me. But that's what you want; then you may go to your club, and do as you like; and then nicely my poor dear children will be used; but then, sir, then you'll be happy. O! don't tell me! I know you will, else you'd never have lent the umbrella. You have to go on Thursday about that summons, and, of course, you can't go. No, indeed: you *don't* go without the umbrella. You may lose the debt for what I care—it won't be so much as spoiling your clothes—better lose it; people deserve to lose debts who lend umbrellas!

And I should like to know how I am to go to mother's without the umbrella. O! don't tell me that I said I would go; that's nothing to do with it, nothing at all. She'll think I'm neglecting her, and the little money we're to have, we sha'n't have at all; because we've no umbrella.

Notes and Questions.—2d l. 'to-morrow.' 229....How is emphasis denoted? See 80 and *buy* in 4th l....6th l. 'street.' 171, 1; 173. How is *Iss* here implying an Ar-hook distinguished from simple *Iss*?....7th l. 'as much as.' The second word determines the position, because its legibility depends more upon position than that of *as*. 246, 4....9th l. 'wife.' 139, 1....10th l. What is the sign for the affix *-self?* *-selves?* 232, 13....12th l. 'children.' The name of the outline, Chel-Dren, closely resembling the word, needs no vocalization. 239, R. 2.

Phonographic Description.—'O! that rain,' etc. Dedoid²! Dhet¹ Ren²—Fet¹ Zent¹ En-Ef Petoid² Ber-Kay En¹-Chetoid Wen-Dees. Hay²! i¹ Lay-Kay Ef²-Werd Weh¹ (*i. e.* wi) Dred Ef² Petoid²-Em-Ray! ou² Petoid¹-Em Petoid²-Gay Petoid²-Emdhers, (i) Em¹ [*I'm*; thus distinguished from *I am*, Petoid¹-Em] Sher i¹ Kent² Tel². Tetoid² Ef¹ i¹ Dee, (i) Lay [*I'll*; thus distinguished from *I will*, Petoid¹-Lay] Dec² Tee². En² Sar; i¹ Went² Bee-Ray Ketoid-Em Ber-Lay: En²; Ketoid-Yuh² Shent Bee Wen².

The ehildren, too! - (dear things!) - they'll be sopping wet: for they sha'n't stay at home; they sha'n't lose their learning; it is all their father will leave them, I'm sure! But they *shall* go to school. Don't tell me they shouldn't; (you're so aggravating, Caudle, you'd spoil the temper of an angel!) They *shall* go to school: mark that! and if they get their deaths of cold, it's not my fault, I didn't lend the umbrella.

"Here," says Caudle, in his manuscript, "I fell asleep, and dreamed that the sky was turned into green calico, with whalebone ribs: that, in faet, the whole world revolved under a tremendous umbrella!"

Douglas Jerrold.

DREAM OF SOCRATES.

The day when Socrates was to drink the hemlock had come. Early in the morning his beloved disciples assembled around him; with chastened sorrow they stood about the couch of the philosopher; some of them were weeping. Then the wise martyr lifted up his head, and said: "Why this mournful silence, my beloved? I will tell you of a cheerful thing, a dream which I dreamed last night."—"Couldst thou sleep, and even dream of joyous things?" said the good Apollodorus; "I could not close my eyes."

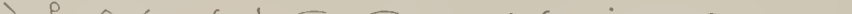
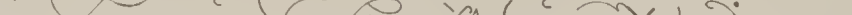
Then Socrates smiled, and said: "What would my past life be worth, if it could not even sweeten my last sleep? Dost thou not think, Apollodorus, that I have devoted it to Celestial Love?" Several voices, tremulous with grateful emotion, answered this question. Apollodorus could reply only by silence and fast flowing tears.

"Know, then," said Socrates, "that to him who devotes his life to her service, she sends down lovely Graees. Secretly and invisibly they beautify his hours—be they hours of joy,....."

Notes and Questions.—How is the position of a lengthened letter determined? 52; 53; 209. See the word *futher*, 2d l....5th l. 'manuscript' is contracted, *r* being omitted. 236, 4; p. 144, Corresponding-Style Contractions.

Dream of Socrates.—1st l. What is the sign for The? when? was? to? the (joined)? had? come? in the?...[2d l.] his? him? with? they? about the? some? of them? were?...[3d l.] then the? up? his? and (joined)? why? this? my? I will? tell you? of a?...[4th l.] thing? which? I (abbreviated)? [103]—could? couldst? and even? [*and adapted to the position of even*—of? things?







1. 
2. 

[illegible]

$\int (a + x) dx = ax + \frac{x^2}{2} + C$
 $\int \frac{1}{x^2} dx = -\frac{1}{x} + C$

(---|²' ~ / ~ : 'v - p. J x'' ~ ' , ~ |' ~
v ; ' | ~ p v ~ 9 ~ / ~ f ' | π)

11  12  13 

14 

5, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850,

" " , (V J | ' v v , x) ~ ~ ~ ~ ~

Handwritten musical notation on a single staff, featuring various notes, rests, and accidentals.

krummacher.

or hours of suffering with heavenly lustre, and surround them with ambrosial fragrance. But above all, the sweet Sisters are busy about him in the last hour of his life; for, this is the most serious of all, and hath greatest need of heavenly light. Thus the last hour of the day is the most beautiful; the beams of evening brighten it like a stream of glory from Elysium.

"I dreamed I saw a beautiful youth entering my prison. On his countenance were visible that serene gravity and calm composure which justly befit a divine form. In his right hand he held a burning torch that spread a rosy lustre like evening light, over the darkness of my prison. The more cheering and sweet this brightness and the aspect of the youth were to me, the more miserable and dreary the night of my prison appeared.

"Slowly the divine youth lowered the torch. But methought I seized his arm and cried: 'What wouldst thou do?' He answered: 'I extinguish the torch.' 'Oh! no!' implored I; 'it spreads a sweet light through the darkness of my prison.' But he smiled and said: 'it is the torch of terrestrial life. Thou needst it no longer; for, so soon as it is extinguished, thy bodily eye will close forever, and thou wilt rise hand in hand with me to a higher world, where a pure eternal lustre will surround thee. How couldst thou, then, feel the want of the self-consuming earthly torch?'

"'Oh! then, turn the torch!' cried I, and awoke. I was alone in the night of my dungeon. Alas! I grieved that all had been a dream. But, behold, here comes the cup which will realize it." The jailor entered with the boy who carried the cup of poison. The voice of weeping and lamentation arose among the disciples of Socrates, and even the jailor wept.

Krummacher.

Notes and Questions.—How are capital letters indicated in Phonography? 81. Why may not *s* in 'busy' be written with *Iss*? 64 and Rem. Observe that in 'serious' *yü* is used, by license [136], for *iü*. See *Elysium* in 3d l., and *terrestrial* in 12th l.

Be sure to make all the references indicated on p. 20 and every other page of the engraving of the First Reader, and you can not fail of becoming a good phonographer. Also, copy every page repeatedly, and you will thus secure, with the guidance of a good exemplar, a large amount of practice, which must be had some time, and acquire a beautiful style of phonographic penmanship.

Phonographic Description—Last Paragraph.—Dedoid², Dhen² Tee²-Ren-Retoid Ter-Chay! Kred¹ ü, Tetoid-Way-Kay. Retoid-Zee² Len² En¹-Chetoid Net Petoid¹-Em Dec-En-Jen. Lays²! ü Gref¹ Dhet¹ Bedoid¹ Dec³-Ben Ketoid-Der-Em. Tetoid² Bee-Eld, Ar¹ Kays²-Chetoid Kay-Pee Chel² Ray-Lays Tee², ü Jay-Lay-Ar Enter-Dee Weh¹-Chetoid Bee Jedoid² Kay-Ray-Dec-Retoid Kay-Pee Petoid¹ Pees-En. ü Veas² Petoid¹ Weh-Pee:Ketoid El-Men-Teeshon Ar-Iss Em²-Ing-Chetoid Dees-Pels Petoid¹ Sker-Tees, Ketoid-Ven¹-Retoid Jay Lay-Ar Weh-Pet².

Socrates, "the best man of pagan antiquity," was born Before Christ 469 years, and died B. C. 399.

THE DATE PALM-TREE.

The date palm-tree is a native of warm climates, and is chiefly found in Africa and Asia. Wherever a spring of water appears amid the sandy deserts of Africa, this graceful palm yields both grateful shelter and nourishing fruit. It has been called the most beautiful tree in the vegetable kingdom. It consists of a single stalk or trunk, and instead of branches, like our forest trees, its leaves spring from the trunk, near its top, and grow from six to eight feet in length. The trunk of this palm-tree is full of knots, or circular ridges, which mark the spots from which the decayed leaves have fallen during its growth. It somewhat resembles the cane in its interior structure, while the outside only becomes woody. Thirty years are required for it to attain its growth. It frequently rises to the height of one hundred feet, and lives from one to two hundred years.

The fruit of the date palm-tree is about two inches in length, and very similar in form to a long plum. Dates are brought to this country, in a preserved state, in little sacks of matting, and are common in all our cities and large towns. They have a sweet and agreeable taste, and are very nutritious. This fruit is capable of supporting life, and sustaining the strength of man for an indefinite period; indeed, it is the "bread of the desert." Where all other crops fail from drouth, the date tree still flourishes. In Egypt and Arabia it forms a large portion of the general food; and among the oases of Fezzan nineteen twentieths of the population live upon it for nine months in the year.

Notes and Questions.—2d l. 'and is.' The *and*-tick is adapted to the position of the following word where that has a position of its own, otherwise it is written, like *and*-dot, on the line, as in 'and-a,' 'and-the.'...4th l. 'yields.' 212, R. 2....6th l. 'most beautiful.' The *t* of *most* omitted under 236, 3. The position of the phrase is determined by 245....7th l. 'trunk' Why is *ū* written before *Ing* instead of after *Ter*? 105, 2....8th l. 'spring.' Why does *Iss* here imply an *Ar*-hook? 171, 1; 173....13th l. What is implied by one word near a preceding? 248....14th l. 'preserved.' What is the effect of shortening any hook-letter? 212, 2....16th l. 'sustaining the.' What is implied by writing the slanting tick (*i. e.*, the-tick) in the place of the *ing*-dot? 113....18th l. 'oases.' Observe that the accent is on the first syllable, as indicated by the accent mark in the engraving. 79.

Peter the Great and the Deserter:

SCENE I.

1697

Peter.

Stanmiltz.

P.

S.

P.

S.

P.

S.

P.

S.

P.

S.

P.

S.

P.

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S.

P.

S.

PETER THE GREAT AND THE DESERTER.

SCENE I.

The following scene is founded on an incident in the life of Peter the Great, Czar of Russia, who in 1697 went to Holland to learn the art of shipbuilding. He assumed the disguise and name of a common workman, was employed in the shipyards at Saardam, and received wages like a common ship-carpenter.

Peter (disguised as a carpenter). Well, before I quit this place, I may let you into my secret.

Stanmitz. And do you think of leaving us?

P. I have now been absent from my native country a twelve-month. I have acquired some knowledge of ship-building the object for which I came here, and it is time I should return home.

S. Our master, Von Bloch, will be sorry to lose you, because you are the most industrious fellow in the yard; and I should be sorry, because—because, Peter, I like you.

P. And I don't dislike you.

S. Peter, I think I may venture to tell you a secret.

P. Why, surely you have done nothing to be ashamed of?

S. No, not ashamed; but I am considerably afraid. Know, then, that I was born at Moscow.

P. Well, there is no crime in being born at Moscow; besides, that was no fault of yours.

S. That is not it. Listen! It happened, one day, that a party of soldiers halted near my mother's hut; the commanding officer presently cast an eye at me, and was so amazingly taken with my appearance, that he requested I'd make one of his company. I was about to decline; but he assured me that the Czar Peter (your namesake, you know) having particular occasion for my services, would take it as an offence if I refused the invitation; so he forthwith clapped a musket.....

Notes and Questions.—1st 1. Why is the dash-vowel written through Fel? 169, 3. 'Russia.' ya used for *ia*. 136....1st. col., 3. 1. from bottom. 'a secret.' 171, 2; 173.

What is the sign for the affix *-ingly*? 232, 5. How are dot-vowels written to read between the consonants of an El-hook-, or an Ar-hook-, sign? 169. The vowel-circle means reading *between*, on whichever side written. What, then, is meant by writing it *before*? by writing it *after*?

on my shoulder, and marched me off.

P. Aye, you were enlisted!

S. Enlisted! Why, I can't say but I was. Now, I was always an independent sort of fellow, fond of my own way, and couldn't stomach being ordered about against my inclination.

P. (*aside*). So, so! This fellow is a deserter!

S. I put up with it a long while, though; till one bitter cold morning in December, just at three o'clock, I was roused from my comfortable warm sleep, to turn out and mount guard, on the bleak, blustering corner of a rampart, in the snow. It was too bad, wasn't it?

P. I don't doubt you would rather have been warm in bed.

S. Well, as I couldn't keep myself warm, I laid down my musket and began to walk, then I began to run, and—will you believe it—I didn't stop running till I found myself five leagues away from the outpost!

P. So, then, you are a deserter!

S. A deserter! You call that being a deserter, do you? Well, putting this and that together, I shouldn't wonder if I were a deserter.

P. Do you know, my dear fellow, that if you are discovered, you will be shot?

S. I've some such idea. Indeed, it occurred to me at the time; so, thinking it hardly worth while to be shot for being so short a distance as only five leagues away from my post, I made the best of my way to Saardam; and here I am.

P. This is an awkward affair, indeed, and if the burgomaster were informed of it,—however, be assured your secret is safe in my keeping.

S. I don't doubt you, for I suspect you are in a similar scrape yourself.


P. I?—ridiculous!

S. There's something very mysterious about you, at any rate. But you say you will keep my secret?

Notes and Questions.—1st col., 1st l. 'shoulder.' 207, R. 5....2d l. äi=ay. 102, R. 3....5th l. 'couldn't'=kudent. Ent is vocalized with ö so as to distinguish it from *not*. See *wasn't* in 13th l....6th l. 'against.' 239, 2. Gen² is a word-sign for 'again,' and, of course, adding *st* makes 'against,' and no vocalization is required.2d line from bottom. 'didn't.' Ded1-Net, to distinguish it from 'did not,' Dent1....Last line. 'leagues.' 156, 2. El is more convenient than Lay before Gay.

2d col., 3d l. 'shouldn't'=shudent, 'Ent' added to 'should,' Retoid², by vocalized Ent, to distinguish 'shouldn't' from 'should not.'....7th l. 'I've.' Written (i) Vee (*i. e.*, vocalized Vee) to distinguish it from *I have*, Teftoid1 (*i. e.*, abbreviated *I* with a Vee-hook). 201 and R. 2. 'idea.' In a case of two vowels before or after one consonant, which must be written nearest? *Ans.* The one sounded nearest. 99....3d l. from bottom. 'There's.' Dhers² vocalized, to distinguish it from *There is*, Dhers² unvocalized. 'mysterious.' This word has so many consonants and so distinct a form that it is not necessary to completely vocalize it; and yû for iû is omitted.

¹  x

P. v , o c  !

S.  ! x , v  . 1) x

 ,)    ,

  , . ²   ²

   x

P. () x ,) ! 6   !

S. v  \ ' |   , (; |

 ³  +   ,  ,

  ,)   ⁴

 6.  , \   ⁵

  ,   ,  ,

 x  , \  ² | ?

P.  - h o   

  x

S.  , o v    ,

v    , ¹  , 6

v   , .  

| ²    

^v    !


P.) , 6 ,  !

S.  !   , ¹ 

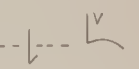

 ,   , v 



 v  x


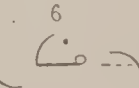


P. h    , (

  ⁵  ²

S.    , |

   ;) , (| 

   ²) 

o   ⁶  

v    ;  x

P. 6   ; 

  ,  , 

   ⁷  x

S.  - h o ,  v  

   6 x

P. v ²   !

S.    

 ² 

P. 1 x 7- - 1

S. 1 - 2

$\frac{1}{2} \}^V$ $\wedge \text{---}$ \curvearrowright $\gamma \cdot \text{---}$

P. $\int \frac{1}{x} dx = \ln|x| + C$

1) $J = \frac{1}{2} \times \frac{1}{2}$, (), °.

$\frac{1}{6} - \frac{1}{2} = -\frac{1}{3}$

2 1 0 2 (2)

$\frac{1}{2} \frac{d}{dt} \left(\frac{1}{x^2} \right) = -\frac{1}{x^3} \frac{dx}{dt}$

P. 20 $\sqrt{\frac{1}{x}}$

(), ² 4, ^v ³ x

\downarrow \diagdown \diagup \hookrightarrow \circ \times

Σ —, ~, ∠, —

• $\overset{v}{\curvearrowright}$ — \curvearrowright — \curvearrowright ; J- — $\overset{4}{\curvearrowright}$

6. $\frac{1}{6}$ 2 1 1 x

P $\phi = \gamma$, $h \perp \gamma$

C. J. ?
x

\$, ~, \checkmark, \cup, \cap, \setminus

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$

P. 7. 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 10

S. J-) . ( , °

✓ } , . ^ \ , ^ \ _ _ _

() . ~ ~ ~ ~ ~ x

P. 1. x  ϕ  ψ  x

SCENE II.

$\int_0^1 \sin x \, dx = 1 - \cos x \Big|_0^1 = 1 - \cos 1$

S. \hookleftarrow , \frown , \vee , \cap , \backslash

[Faint handwritten notes at the bottom of the page]






Mrs. S. $\frac{1}{2}$, $\frac{1}{2}$, $\frac{1}{2}$

[illegible]

P. O! trust me for that.

S. Because if it should get to the ears of any of the agents of the Czar, I should be in rather a bad fix, you know.

P. The Czar shall know no more about it than he does now, if I can help it; so don't be afraid. He himself, they say, is rather fond of walking away from his post.

S. Haha! is he? Then he has no business to complain of me for running away, — eh?

P. You must look out for him, though. They say he has a way of finding out everything. Don't be too sure of your secret.

S. Come, now; he's in Russia, and I in Holland; and I don't see where's the danger, unless you mean to blab.

P. Fellow-workman, do you take me for a traitor?

S. Not so, Peter; but if I am ever taken up here as a deserter, you will have been the only one to whom I have told my secret.

P. A fig for the Czar!

S. Don't say that — he's a good fellow, is Peter the Czar, and you'll have to fight me if you say a word in his dispraise.

P. O! if that's the case, I'll say no more.

SCENE II.

Stanmitz—Mrs. Stanmitz—Peter the Great—Officer.

Stanmitz. Well, mother, I mus'n't be skulking about here in Moscow any longer. I must leave you, and go back to Holland to my trade. At the risk of my life I came here,

and at the risk of my life I must go back. — *Mrs. S.* Ah! Michael, Michael, if it hadn't been for your turning deserter, you might have been a corporal by this time!

Phonographic Description.—The naming of the phonographic letters, in accordance with the Author's system of nomenclature, constitutes a sort of 'unknown language,' in which good phonographers may readily and understandingly converse. Thus ou2 Dee2 Yuh2 Dee2? or (omitting numbers to indicate second position) ou Dee Yuh Dee? How do you do? Petoid1-Em Ver Wel, Retoid Ith3 Yuh. I am very well, I thank you. A useful exercise will be to write and then read the phonography denoted by the "Phonographic Descriptions," or to read, without writing.

1st col.—*P.* Dedoid!2 Terst Em1 Et2-Dhet. *S.* Kays1 Fet1 Chetoid2 Get2 Petoid2-
Chetoid (̄)Ar-Iss Petoid1 En1: [may read *near*] Jay-Ents:Zee-Ar, ū Retoid2-
Bee Eul Ardher2 Ketoid-Bed2 Ef-Kays, Yuh2 En2. *P.* ē1 Zee-Ar Ish2 En2 En2-
Mer Bet3-Tee Dhen3 Hay2 Dees2 En2-Petoid, Et1 ū Ken2 Lay-Pee Tee2; Es2
Dent2 Bee2 Fred2. Hay2 Ems2, Dhee2 Es2, Iss1 Ardher2 Fend1 Petoid1 Wuh-Kay1:
'ing' Way3 Fers2 Peest2.

S. Look you, mother,—I was made a soldier against my will, and the more I saw of a soldier's life, the more I hated it. As a poor journeyman carpenter, I am at least free and independent; and if you will come with me to Holland, you shall take care of my wages and keep house for me.

Mrs. S. I should be a drag upon you, Michael. You will be wanting to get married, by-and-by; and moreover, it will be hard for me to leave the old home at my time of life.

S. Some one is knocking at the door. Wait, mother, till I have concealed myself.

[Enter Peter the Great, disguised.]

P. What, ho! comrade! No skulking! Come out from behind that screen! Didn't I see you through the window as I passed?

S. Is it possible? Peter! My old fellow-workman! Give us your

hand, my hearty! How came you to be here in Moseow? There is no shipbuilding going on so far inland.

P. No; but there is at St. Petersburg, the new city that the Czar is building up.

S. They say the Czar is in Moseow just now.

P. Yes, he passed through your street this morning.

S. So I heard. But I did not see him. I say, Peter, how did you find me out?

P. Why, happening to see your mother's sign over the door, it occurred to me, after I returned to the palace—

S. The palace?

P. Yes, I always call the place where I put up a palace. It is a way I have.

S. You always were a funny fellow, Peter!

P. As I was saying, it occurred to me that Mrs. Stanmitz might be the mother or aunt of my.....

Notes and Questions.—1st col., 4th l. 'I am.' As *I* determines the position of the phrase (245), *am* is brought out of its position.... 5th l. 'and if you will.' The *and*-tick, not having any position of its own, is adapted to the position of the following sign, whenever that has any assigned position; otherwise, it is written in the position of the *and*-dot, as in Ketoid²-Chetoid, and *the*. 246. 2.... 10th l. 'and moreover.' Here the *and*-tick, though occupying the same position as the *and*-dot, is regarded as adapted to the position of *moreover*, in which being written as though it were a phrase, the first word determines the position (245).

2d col., 3d l. 'St. Petersburg.' *St.* = Saint, when an inseparable part of a name, is adapted to the position of the remainder of the name, as in this case. So in 'St. Paul, St. James.' See SAINT, in the Standard-Phonographic Dictionary.... 15th l. 'always.' Ways, making the second syllable of this word, does not require vocalization; and since it is a frequent word, if it should occur again soon, it might safely be left without any vocalization, as in the 17th l. 239, 2, and R. 2.... Last line. 'Stanmitz.' Disjoining is here resorted to in order to secure the gain of halving. 218.

S. 1, 1, 2¹
→ 1, 2, 3
2² | x a
1, 2, 3, 4, 5
1, 2, 3, 4, 5
1, 2, 3, 4, 5

Mrs. S. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
1, 2, 3, 4, 5
1, 2, 3, 4, 5
S. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
[1, 2, 3, 4, 5]

P. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
1, 2, 3, 4, 5
1, 2, 3, 4, 5
1, 2, 3, 4, 5

1, 2, 3, 4, 5
1, 2, 3, 4, 5
P. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
S. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
P. 1, 2, 3, 4, 5

1, 2, 3, 4, 5
S. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
P. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
S. 1, 2, 3, 4, 5
P. 1, 2, 3, 4, 5

1, 2, 3, 4, 5
S. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
P. 1, 2, 3, 4, 5
1, 2, 3, 4, 5
S. 1, 2, 3, 4, 5
P. 1, 2, 3, 4, 5

old messmate ; and so I put on this disguise -

S. Haha! Sure enough, it is a disguise - the disguise of a gentleman. Peter, where did you get such fine clothes?

P. Don't interrupt me, sir!

S. Don't joke in that way again, Peter. Do you know you half frightened me by the stern tone in which you said, "Don't interrupt me, sir!" But I see how it is, Peter, and I thank you. You thought you could learn something of your old friend, and so stopped to inquire, and saw me through the window.

P. Ah! Stanmitz, many's the big log we have chopped at together through the long summer day in Von Bloch's shipyard.

S. That we have, Peter. Why not go back with me to Saardam?

P. I can get better wages at St. Petersburg.

S. If it weren't that I am afraid of being overhauled for taking that long walk away from my post, I would go to St. Petersburg with you.

P. How happened you to venture back here?

S. Why you must know that this old mother of mine wanted to see me badly, and then I had left behind here a sweetheart. Don't laugh, Peter! She has waited all this while for me; and the misery of it is that I am too poor to take her along with me yet. But next year, if my luck continues, I mean to return and marry her.

P. What if I should inform against you? I could make a pretty sum by exposing a deserter.

S. Don't joke on that subject. You'll frighten the old woman. Peter, old boy, I'm so glad to see you—Hello! soldiers at the door! What does this mean! An officer? Peter, excuse me, but I must leave you.

P. Stay! I give you my word it is not you they want. They are friends of mine.

S. O! if that's the case, I'll stay, but do you.....

Notes and Questions.—1st col., 5th l. 'interrupt.' 228, 8. The prefix for *inter-* is frequently joined by the advanced writer to the remainder of the word, as in this case. p. 113, R. 10....9th l. and 10th l. 'I see.' 'I thank you.' Abbreviated *I* is here adapted to the position of the following word—in one case raised a little above, and in the other case depressed slightly from, its strict position, though, being still *above* the line, it is regarded as in the first position. Such adaptations of position—so that the first word of a phrase shall be in its assigned position—aid reading materially. See 246, 1. See 'I had' in 2d col., 3d l....12th l. When Gay follows the sound *l*, that is best represented by *El* as better than *Lay*, preparing the hand for making a heavy horizontal. In *long*, 13th l., *El* is used to avoid the angle which would be required with the use of *Lay*.

2d col., 13th l. *you'll*. Vocalized *Lay*, to distinguish *you'll* from *you will*, Yuh²-Lay....Last l. 'if that's the.' Dhets vocalized to distinguish *that's* from *that is*.

know one of those fellows looks wonderfully like my old commanding officer!

[Enter Officer.]

Officer. A dispatch from St. Petersburg, your majesty, claiming your instant attention.

Mrs. S. Majesty!

S. Majesty! I say, Peter, what does he mean by *majesty*?

O. Knave! know you not that this is the Czar?

S. What!—eh?—this? Nonsense! This is my old friend Peter.

O. Down on your knees, rascal! to Peter the Great, Czar of Russia.

Mrs. S. Oh! Your majesty, your majesty, don't hang the poor boy! He knew no better! He knew no better! He is my only son! Let him be whipped, but don't hang him.

S. Nonsense, mother! This is only one of Peter's jokes. Ha! ha! ha! You keep it up well, though. And those are dispatches you are reading, Peter!

O. Rascal! Dare you interrupt his majesty?

S. Twice you've called me rascal. Don't you think that's being rather familiar? Peter, have you any objection to my pitching your friend out of the window?

O. Ha! Now I look closer, I remember you! Soldiers, arrest this fellow! He's a deserter.

S. Its all up with me! And there stands Peter, as calm as if nothing had happened.

Mrs. S. I'm all in a maze! Good Mr. Officer, spare the poor boy!

O. He must go before the court-martial. He must be shot.

Mrs. S. Oh! woe is me! woe is me! that ever my poor boy should be shot.

P. Officer, I have occasion for the services of your prisoner. Release him.

O. Your majesty's will is absolute.

S. (*aside*). *Majesty* again! What does it all mean? A light breaks in upon me.....

Notes on Position of Word-Signs.—1st col., 2d l. 'my' is Em¹, in accordance with its vowel, while *May* is Em². *Me*, also Em¹, can, of course, be easily distinguished, by the context, from *My* (as can *Am*, Em², from *May*); but *Him* must be Em² to distinguish it from *Me*. . . 4th l. *From* is Fer², because of its frequency, notwithstanding its vowel indicates the first position. 'Your' is Yay², because frequent, and not needed to be in the less convenient position (the third) indicated by its vowel. . . 7th l. 'What' is represented by Wuh¹, i. e., wō, while *Wou'd* is represented by Wuh², which would be wōō, upon the plan of putting vowel-signs when alone, the height of a Tee above the line for the first place, on the line for the third place, and midway for the second place. Carefully read, in connection with this, 68, R. 2. 'Does' Dees², in accordance with its vowel, and because, being regarded as a derivative from *Do*, Dee², it must occupy the position of that primitive word. . . 2d col., 3d l. 'Think,' not needing to be in the first position, is put in the more convenient position (the second), while *Thank*, a less frequent word, is distinguished from it, by being written in the third position, which is indicated by its vowel.

There were rumors in Holland, when I left, that the Czar had been working in one of the shipyards. Can my Peter be the emperor?

P. Stanmitz, you have my secret now.

S. You are —

P. The emperor! Rise, old woman; your son, Baron Stanmitz, is safe.

Mrs. S. Baron Stanmitz!

P. I want him to superintend my shipyard at St. Petersburg. No words. Prepare, both of you, to leave for the new city to-morrow. Baron Stanmitz, make that sweetheart of yours a baroness this very evening, and bring her with you. No words. I have business claiming my care, or I would stop and see the wedding. Here is a purse of ducats. One of my secretaries will call with orders in the morning. Farewell.

S. O! Peter! Peter! I'm in such a bewilderment!

Mrs. S. Down on your knees, Michael! — I mean Baron Stanmitz! Down on your knees!

S. What, to my old friend Peter — him that I used to wrestle with? — excuse me, your majesty — I mean, friend Peter — Czar Peter — I can't begin to realize it! It is all so like things we dream of.

P. Haha! Good bye, mess-mate. We shall meet again in the morning. Commend me to your sweetheart.

[Exit].

S. Mr. Officer, that court-martial you spoke of isn't likely to come off.

O. Baron, I am your very humble servant. I hope, Baron, you will speak a good word for me to his majesty when opportunity offers. I humbly take my leave of your excellency. *Anonymous.*

Notes on Word-Signs.—1st col., 1st l. 'There,' Dher², because the vowel is second place. Of course, the same sign may stand for *Their* and *They are*, the context showing readily which of the three it represents in any case. *Other*, which strictly belongs to the second position, as shown by its accented vowel, is put in the third position, to distinguish it from *Their*. *Either* is distinguished from *Other* and *Their* by being put in the first position, in accordance with its accented vowel, ē. 'Were.' As to plan of writing separate vowels, see Note (7th l. 'What') on preceding page. As the vowels (and Brief Way and Yay, for this purpose, may be regarded as vowels) can occupy but two positions as word-signs, *Were* (Weh², i. e., wē) must be brought to the line; for *With*, Weh¹ (i. e., wī) properly occupies the first position. 'When,' in order to distinguish it from *One*, Wen², is written in the first position, notwithstanding its vowel is second-place.

'That the.' *That* is Dhett¹ to distinguish it from *Without*, which is Dhett², a position which clearly distinguishes *Without* from *With*, with which it was found to conflict, in rapid writing, when they occupied the same position. The change of *That* from the second position (to which it was once assigned) to the first position was an improvement, since it brings better within the general line of writing the numerous phrases beginning with *That*, such as, *That it may be*, Dhett¹-Tee-Emb; *That it does*, Dhett¹-Tee-Dees. See *THAT* in the *Standard-Phonographic Dictionary*.

SWALLOWS.

Swallows! who does not love them? To us they have ever been favorite birds. Often have we watched them in their busy labors, while gathering materials with which to build their nests, in early summer; and have followed them with our eyes, as they darted past, to and fro, skimming near the ground at the approach of a storm, now and then dipping their wings in the smooth water of the gentle stream; and they appeared so happy. We love their harmless presence; their merry twitterings; their clean and shining plumage. The world seems one of happiness to them, it might be more truly such, were it not for the cruelty of some human beings.

On the boulevards in Paris, a fashionable resort for promenading, where may be found seats for those who would rest or lounge, and convenience for refreshment, one often meets persons bearing long wooden cages, containing half a dozen or more swallows, usually young ones, which have been cruelly captured from their nests. These innocent birds are thus borne about, exposed to the view of those who may chance to be seeking pleasure or recreation, and frequent appeals are made to the passers-by to purchase the freedom of a bird. "Two cents for the liberty of one, only two cents; take one, ladies and gentlemen, it will bring good luck." Thus is carried on a speculation with the sympathies and pity of the public. And many young swallows are bought free, and the poor trembling captives set at liberty, to sport at will through the free air. It is pleasant to observe the apparent joy of these birds as they fly off from the benevolent hands of their liberators.

Notes.—1st l. *U's* is *Es*³ for distinction's sake, though its vowel is second-place; as *Ever*, in 2d l., is *Veet*, to distinguish it from *Have*. . . 2d l. *Often*, though its accented vowel is first-place, is put in the second position to distinguish it from *Eren*, *Vent*, which might be read as *Often* if accidentally light, while *Often*, *Fent* in the Old Phonography, might be read *Eren*, if accidentally heavy. . . 5th l. from bottom. 'and gentlemen.' *Jent*¹, *gentlemen*, to distinguish it from *Jent*², 'gentleman,' . . . 3d. l. from bottom. 'thus is.' *Is* added to *thus*, under § 38, 3. *Thus* is *Dhees*³, to distinguish it from *This*, *Dhees*², which is so placed because of its frequency, and to distinguish it from *These*, *Dhees*¹.

Carefully make all the references to the Hand-Book indicated in the engraving and in the Notes and References on p. 79.



WALLACE.



Speaking of swallows in Paris, we are reminded of an incident which occurred in that city and was related by an eye-witness. A swallow alighted on one of the colleges and accidentally slipped its foot into a noose of a string attached to a water-spout. By endeavoring to escape, the string became drawn tightly around its legs. Its strength became exhausted in vain attempts to fly, and at length it uttered piercing cries, which soon assembled a vast multitude of swallows.

They seemed to consult together for a little while, and then one of them darted at the string, and struck it with its beak as it flew past. Others followed in quick succession and did the same, each striking at the same place. After continuing this combined operation for half an hour, the cord was severed and the captive set free to join the flights of its companions.

When summer has passed, the swallows, young and old, hold their meetings of preparation on the roofs of the barns, for their journey south. Each parent bird instructs its young, that before the cold winter cramps the insects.....

Notes on Position of Word-Signs.—1st l. There are three positions for word-signs. See 54, and read carefully. The position of some word-signs is determined by the principles of phrase-writing. *We are* is Wer¹, because *We*, represented by the Way-hook, determines the position in accordance with 245. So *We may* should be Wem¹, and *We will*, Wel¹, for the same reason. 'Which,' though having a first-place vowel, is put, because of its frequency, in the second position, the most convenient one, and that serves to distinguish it from *Each*, which is Chay¹, in accordance with its vowel. 'and was.' *Was*, though having a first-place vowel, is in the second position, because of its frequency....2d l. 'by an.' *By* is Be¹, in accordance with its vowel, while *Be* is, for the sake of distinction, and because of its frequency, put in the more convenient (second) position, notwithstanding its vowel is first-place. 55. 'its' is Tees², because of its frequency....4th l. 'in,' En¹, in accordance with its vowel. *Any* is En¹ (though its accented vowel is ē, second-place), to distinguish it from *No*, En²; and *Own* is made En³ for the same reason. 'and at.' *At* is Tee³, in accordance with its vowel. *It* is Tee²... 6th l. 'They,' because a very frequent word, is entitled to be represented by its consonant, Dhee, in the position (second) indicated by its vowel. *Though* is put, for distinction's sake, in the third position, notwithstanding its accented vowel is second-place. And the context will easily enable one to distinguish it from *Thou*, Dhee³, which is properly placed according to its accented vowel. 'Together' is represented by Gay, in the position indicated by the accented vowel of the word. *Give* is Gay¹, according to its vowel. 'For a.' *For*, because of its frequency, is written Ef², notwithstanding its vowel is first-place. This placing of the word distinguishes it from *If*, Ef¹, in accordance with its vowel. 'While,' placed in the first position, according to its vowel, is distinguished thus from *Well*, Wel², in accordance with its vowel.

they must escape to some distant warmer clime. The course of the journey is pointed out to the inexperienced traveler, by short excursions. As the chilly nights come on, and the frosts, they improve a bright morning, and rising in flocks high above the trees, commence their journey.

They often rest for a short time on their way, when some suitable spot is found; but they hasten forward to Florida and the southern coast of the Gulf of Mexico, ere they tarry long. Most of them, on the approach of cool weather there, go still further south, to pass the winter in a warmer clime.

CONFESSIONS OF A BASHFUL MAN.

PART FIRST.

You must know that in my person I am tall and thin, with a fair complexion and light flaxen hair; but of such extreme sensibility to shame, that on the smallest subject of confusion, my blood all rushes into my cheeks. Having been sent to the university, the consciousness of my unhappy failing made me avoid society, and I became enamored of a college life. But from that peaceful retreat I was called by the death of my father and of a rich uncle, who left me a fortune of thirty thousand pounds.

I now purchased an estate in the country, and my company was much courted by the surrounding families, especially by such as had marriageable daughters. Though I wished to accept their offered friendship, I was forced repeatedly to excuse myself, under the pretense of not being quite settled. Often, when I have ridden or walked with full intention of returning their visits, my heart has failed me as I approached their gates, and I have returned homeward, resolving to try again the next day. Determined, however, at length, to conquer my timidity, I accepted an invitation to dine with one whose open, easy manner left me

Notes on Word-Signs.—1st l. 'to some.' *To* is *Petoid*², *i. e.*, *ōō* on the line, in the direction of *Pee*. *ōō*², in the direction of *Chay*, is *should*. See 69. 'The' may be regarded as *ēi* or *īi*. Be sure to read 68, R. 2. 'Out' is *Tee*³ in accordance with its vowel. It is readily distinguished from *At*, also *Tee*³, by means of the context. . . . 2d l. 'As the.' *As* or *Has*, is represented by *Iss*², on the line, because of its frequency, notwithstanding the vowel is third-place. *Is* or *His*, is *Iss*¹, in accordance with the vowel,

Source: *2000 U.S. Census*, and *2000 U.S. Census*, *U.S. Census Bureau*.

PART FIRST.

١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠ ٣١ ٣٢ ٣٣ ٣٤ ٣٥ ٣٦ ٣٧ ٣٨ ٣٩ ٤٠ ٤١ ٤٢ ٤٣ ٤٤ ٤٥ ٤٦ ٤٧ ٤٨ ٤٩ ٥٠ ٥١ ٥٢ ٥٣ ٥٤ ٥٥ ٥٦ ٥٧ ٥٨ ٥٩ ٦٠ ٦١ ٦٢ ٦٣ ٦٤ ٦٥ ٦٦ ٦٧ ٦٨ ٦٩ ٧٠ ٧١ ٧٢ ٧٣ ٧٤ ٧٥ ٧٦ ٧٧ ٧٨ ٧٩ ٨٠ ٨١ ٨٢ ٨٣ ٨٤ ٨٥ ٨٦ ٨٧ ٨٨ ٨٩ ٩٠ ٩١ ٩٢ ٩٣ ٩٤ ٩٥ ٩٦ ٩٧ ٩٨ ٩٩ ١٠٠

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no room to doubt a cordial welcome. Sir Thomas Friendly, who lives about two miles distant, is a baronet, with an estate joining to that I purchased. He has two sons and five daughters, all grown up and living with their mother and a maiden sister of Sir Thomas's, at Friendly Hall. Conscious of my unpolished gait, I have, for some time past, taken private lessons of a professor who teaches "grown gentlemen to dance;" and though I at first found wondrous difficulty in the art he taught, my knowledge of mathematics was of prodigious use in teaching me the equilibrium of my body, and the due adjustment of the center of gravity to the five positions.

Having acquired the art of walking without tottering, and learned to make a bow, I boldly ventured to obey the baronet's invitation to a family dinner, not doubting that my new acquirements would enable me to see the ladies with tolerable intrepidity, but, alas! how vain are all the hopes of theory, when unsupported by habitual practice!

As I approached the house, a dinner-bell alarmed my fears, lest I had spoiled the dinner by want of punctuality. Impressed with this idea, I blushed the deepest crimson, as my name was repeatedly announced by the several livery-servants, who ushered me into the library, hardly knowing what or whom I saw. At my first entrance, I summoned up all my fortitude, and made my new-learned bow to Lady Friendly; but unfortunately, in bringing back my left foot to the third position, I trod upon the gouty toe of poor Sir Thomas, who had followed close at my heels, to be the nomenclator of the family.

The confusion this occasioned in me is hardly to be conceived, since none but basbful men can judge of my distress. The baronet's politeness, by degrees, dissipated my concern, and I was astonished.....

Notes on Word-Signs.—1st l. 'Who.' *Who* is Jedoid², i. e., ôô on the line, in the direction of Jay. ôô², in the direction of Bee, is *Too* or *Two*. See 68, R. 1 and 2; 69. 'About' is Bet³, in accordance with the accented vowel....2d l. 'is a.' Observe that the circle is joined to the ticks *A-n-d* and *The* the same as to consonant straight lines. 27, 1. 'All.' See list of vowel word-signs in 69. 'Up' is Pee², in accordance with its vowel. The less frequent word *Hope*, for distinction's sake, is Pee³; notwithstanding its vowel is second-place....4th l. 'I have.' See 103. To Tetoid¹, as an abbreviated *I*, *Have* is joined by the Vee-hook. 201, R. 2 and 4....5th l. 'First, is the Steh-loop, on the line, in the direction of Chay. The Hand-Book introduced the plan of joining *First* to a preceding word by a Steh-loop, as in writing *At First*, Teest³. 'Difficulty.' By retaining the Old-Phonographic sign, Kel², for this word as well as *Difficult*, the frequent words *Different* and *Difference* may be represented by Det² instead of by the unsuggestive sign Deel....6th l, 'Use.' (=yus) is Es³, in accordance with its vowel. The frequent word *So* is Es² and *See*, Es¹, in accordance with the vowel. *Us*, notwithstanding its second-place vowel, is made Es³, to distinguish it from *So*.

to see how far good-breeding could enable him to suppress his feelings, and to appear with perfect ease after so painful an accident.

The cheerfulness of her ladyship, and the familiar chat of the young ladies, insensibly led me to throw off my reserve and sheepishness, till, at length, I ventured to join the conversation and even to start fresh subjects. The library being richly furnished with books in elegant bindings, I conceived Sir Thomas to be a man of literature, and ventured to give my opinion concerning several editions of the Greek classics, in which the baronet's opinion exactly co-incided with my own.

To this subject I was led by observing an edition of Xenophon in sixteen volumes, which (as I had never before heard of such a thing) greatly excited my curiosity, and I rose up to examine what it could be. Sir Thomas saw what I was about, and, as I supposed, willing to save me trouble, rose to take down the book, which made me more eager to prevent him, and hastily laying my hand on the first volume, I pulled it forcibly, but, lo! instead of books, a board, which, by lettering and gilding, had been made to look like sixteen volumes, came tumbling down, and unluckily pitched upon a wedgewood ink stand on the table under it.

In vain did Sir Thomas assure me there was no harm; I saw the ink streaming from an inlaid table on the Turkey carpet, and, scarce knowing what I did, attempted to stop its progress with my cambric handkerchief. In the height of this confusion, we were informed that dinner was served up, and I, with joy, perceived that the bell, which at first had so alarmed my fears, was only the half-hour dinner-bell.

Notes on Word-Signs.—1st l. 'good.' *Good*, is Ged², because of its frequency, notwithstanding its vowel is third-place. *God* is Ged¹, in accordance with the vowel. 'Could.' This word being very frequent is entitled to the most convenient position (the second), notwithstanding its accented vowel is third-place. *Quite* is Ket¹, in accordance with its vowel; and, in the Reporting Style, *Act-ed* may be written Ket³. For Corresponding-Style rule of position for words having second-place or third-place accented vowels, see 52; 53; 219. 'Him.' *Him* is Em² to distinguish it from *Me* and *My* (Em¹). . . . 2d l. 'After' is Eft², because of its frequency, though its accented vowel would assign it to the third position. Fet¹ is *If it*, and Fet² is a reporting word-sign originated with the Hand-Book for *Future* and *Futurity*. . . . 3d l. 'her.' *Her*, notwithstanding its accented vowel is second-place, is assigned to the first position the more certainly to distinguish it from *Our*, Ar³. *Are* is Ar², a convenient position to which this word is entitled by its frequency, notwithstanding the vowel is third-place. *Here* and *Her*, being different parts of speech, may, of course, be distinguished by context, notwithstanding they are all represented by the same sign, Ar¹.

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٢١) ... ٢٢) ... ٢٣) ... ٢٤) ... ٢٥) ... ٢٦) ... ٢٧) ... ٢٨) ... ٢٩) ... ٣٠) ...

٣١) ... ٣٢) ... ٣٣) ... ٣٤) ... ٣٥) ... ٣٦) ... ٣٧) ... ٣٨) ... ٣٩) ... ٤٠) ...

٤١) ... ٤٢) ... ٤٣) ... ٤٤) ... ٤٥) ... ٤٦) ... ٤٧) ... ٤٨) ... ٤٩) ... ٥٠) ...

٥١) ... ٥٢) ... ٥٣) ... ٥٤) ... ٥٥) ... ٥٦) ... ٥٧) ... ٥٨) ... ٥٩) ... ٦٠) ...

٦١) ... ٦٢) ... ٦٣) ... ٦٤) ... ٦٥) ... ٦٦) ... ٦٧) ... ٦٨) ... ٦٩) ... ٧٠) ...

٧١) ... ٧٢) ... ٧٣) ... ٧٤) ... ٧٥) ... ٧٦) ... ٧٧) ... ٧٨) ... ٧٩) ... ٨٠) ...

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٩١) ... ٩٢) ... ٩٣) ... ٩٤) ... ٩٥) ... ٩٦) ... ٩٧) ... ٩٨) ... ٩٩) ... ١٠٠) ...

PART SECOND.

In walking through the hall, and suit of apartments to the dining-room, I had time to collect my scattered senses, and was desired to take my seat betwixt Lady Friendly and her eldest daughter at the table. Since the fall of the wooden Xenophon, my face had been continually burning like a fire-brand; and I was just beginning to recover myself, and to feel comfortably cool, when an unlooked-for accident rekindled all my heat and blushes.

Having set my plate of soup too near the edge of the table, in bowing to Miss Dinah, who politely complimented the pattern of my waistcoat, I tumbled the whole scalding contents into my lap. In spite of an immediate supply of napkins to wipe the surface of my clothes, my black silk dress was not stout enough to save me from the painful effects of this sudden fomentation, and for some minutes I seemed to be in a boiling caldron; but, recollecting how Sir Thomas had disguised his torture when I trod upon his toe, I firmly bore my pain in silence, midst the stifled giggling of the ladies and the servants.

I will not relate the several blunders which I made during the first course, or the distress occasioned by my being desired to carve a fowl, or help to various dishes that stood near me; upsetting a sauce-boat, and knocking down a salt-cellar: rather let me hasten to the second course, where fresh disasters overwhelmed me quite.

I had a piece of rich, sweet pudding on my fork, when Miss Louisa Friendly begged to trouble me for a pigeon that stood near me. In my haste, scarce knowing what I did, I whipped the pudding into my mouth, hot as a burning coal.

Notes on Word-Signs.—1st l. 'through the.' *Through*, because a frequent word, is Ther², notwithstanding its vowel is third-place. In the Old Phonography it was unnecessarily in the third and less convenient position. In Standard-Phonography, *Throughout* is Thret², instead of Thret³ as in the Old Phonography.... 3d l. 'had been.' *Had* is Dee³ in accordance with its vowel, but, for the sake of distinction and because of its greater frequency, *Do* is written in the second position, which is the most convenient position.... 6th l. 'near the.' *Near* and *Nor*, in accordance with the vowel, are represented by Ner¹. *Manner*, a frequent word, is Ner²: while *Owner* is Ner³, the same position as the primitive *Own*³.... 7th l. 'Whole.' Lay² is used for the very frequent word *Will*; and, for sake of distinction, *Whole* is written Lay³, notwithstanding its vowel is second-place.... 8th l. 'immediate' is Med¹, in accordance with its accented vowel, while Med² is *Made*.... 9th l. 'from the.' *From*, because of its frequency, is Fer², notwithstanding it has a first-place vowel. In the reporting-style, Fer¹ is *Form-ed*, as first given in the Hand Book.

It was impossible to conceal my agony ; my eyes were starting from their sockets. At last, in spite of shame and resolution, I was obliged to drop the cause of torment on my plate.

Sir Thomas and the ladies all compassionated my misfortune, and each advised a different application. One recommended oil, another water ; but all agreed that wine was best for drawing out fire ; and a glass of sherry was brought me from the side-board, which I snatched up with eagerness, but, Oh ! how shall I tell the sequel ?

Whether the butler by accident mistook, or purposely designed to drive me mad, he gave me the strongest brandy, with which I filled my mouth, already flayed and blistered. Totally unused to every kind of ardent spirits, with my tongue, throat, and palate as raw as beef, what could I do ? I could not swallow ; and clapping my hands upon my mouth, the liquor squirted through my fingers like a fountain, over all the dishes, and I was crushed by bursts of laughter from all quarters. In vain did Sir Thomas reprimand the servants, and Lady Friendly chide her daughters, for the measure of my shame and their diversion was not yet complete.

To relieve me from the intolerable state of perspiration which this accident had caused, without considering what I did, I wiped my face with that ill-fated handkerchief, which was still wet from the consequences of the fall of Xenophon, and covered all my features with streaks of ink in every direction. The baronet himself could not support the shock, but joined his lady in the general laugh, while I sprang from the table in despair, rushed out of the house, and ran home in an agony of confusion and disgrace which the most poignant sense of guilt could not have excited.

Anonymous.

Notes on Word-Signs.—1st. l. ‘impossible’ and *Impossibility* are Emps¹, in accordance with the accented vowel. Emps² is a derivative word-sign for *Improves* or *Improvements*. . . 3d l. ‘and each.’ *Each* is Chay¹, in accordance with its vowel ; *Which* is Chay², for the purpose of distinguishing it from *Each*, and to have it in the most convenient position, to which the word is entitled by its frequency. *Much* is represented by its last consonant, Chay, in the third position, to distinguish it from *Which* and *Each*. ‘a different.’ *Different*, because of its frequency, has its sign, Def, written in the second position, though its accented vowel is first-place. In the reporting style, Def¹ is a word-sign for *Divine-ity*, and Def² for *Advance-d* as first given in the Hand-Book. . . 9th l. ‘kind.’ *Kind* and *Cannot*, though both Kent¹ (in accordance with the accented vowel), are easily distinguished by context. *Account* is Kent², because frequent, notwithstanding its accented vowel is third place. *Cannot*, Kent¹, is distinguished from *Can*, Kent², both by position and length of letter. This is important, to avoid reading an affirmative sentence as negative, and *vice versa*. Distinguish, if desired, *Can’t* from *Can not*, by vocalizing Kent² for the former.



The Horse ~

THE HORSE.

The horse is found in almost every part of the world in a domestic state. He is found wild in Africa and Arabia ; also in South America, and the western parts of North America, having been introduced to the latter countries by the Spaniards. He is the most noble and the most useful of the domestic animals. With less sagacity than the elephant, he still possesses that quality in a high degree, and is generous, mild, and even affectionate in his nature.

The very appearance of the horse denotes great strength, remarkable activity, and a lofty spirit, yet he is submissive to the command of man. He not only yields to the hand that guides him, but he attends quickly to the wishes of his rider, and, obedient to the impressions which he receives, presses on, or stops, at his rider's pleasure.

Notes on Word-Signs.—1st l. 'every' is Ver², in accordance with its accented vowel. It is readily distinguished, by the context, from the word *Very*, which is also Ver². *Ever* is Vee¹, and *However*, Vee³. 'world.' This was formerly represented by Wer², which is far better appropriated to *Word*, which it completely expresses. The sign Eld, appropriated to *World*, will be seen to be the last consonant-sign of its complete outline, Wer-Eld. It is put in the second position, in accordance with its vowel ŭ. This sign is very convenient for phrase-writing, as in writing *In the world*, En¹-Eld ; *All the World*, Bedoid¹-Eld ; *Throughout the world*, Thret²-Eld ; *For the world*, Ef²-Eld. See WORLD in the Standard-Phonographic Dictionary. As to the principles to be observed in devising or selecting word-signs and contractions, see the Compendium, p. 122, R. 3. This word-sign for *World* will be found to comply fully with the principles there first stated.... 3d l. 'been' is Ben², because of its frequency, although its vowel is first-place.... 4th l. 'than the.' Three words are represented by Dhen, placed according to the accented vowel of the word it is a sign for : Dhen¹, *Within* ; Dhen², *Then* ; Dhen³, *Than*.... 9th l. 'wishes.' *Wish* is Ish¹, in accordance with accented vowel ; *Shall* is frequent, and is, therefore, Ish² ; and *Issue*, in the reporting style, is Ish³, for distinction's sake.

To have an idea of this noble animal in his native simplicity, we are not to look for him in the stables to which he has been consigned by man, but in those wild and extensive plains where he is found in a state of nature, where he ranges without control and enjoys that freedom which bounteous nature gave.

As an instance of the great attachment which the Arab feels to his horse, the following account is related. "The whole stock of a poor Arabian of the desert consisted of a beautiful mare. The French consul at Said offered to purchase her for his master, the king of France. The Arab hesitated for a long time, but pressed by want, he at length consented to sell her for a considerable sum of money. The consul, not choosing to give so high a price without instruction, wrote to France for permission to make the purchase. Louis Fourteenth gave orders to pay the money. The consul sent notice thereof to the Arab, who soon made his appearance, mounted on his beautiful horse, and the gold he had demanded as her price was paid down to him. The Arab dismounted and looked at the money; then, turning his eyes to his mare, he sighed, and thus addressed her :

" 'To whom am I going to yield thee up? To Europeans, who will tie thee close, who will beat thee, who will render thee miserable. Remain with me, my beauty, my darling, my jewel, and rejoice the hearts of my children.' As he pronounced these words, he sprang upon her back, and galloped off towards the desert."

Notes on Word-Signs and Contractions.—1st l. 'We are not' is Wernt¹, its position being determined by the word *We*, in accordance with the usual rule of phrase-position. 245. *Were not* is Wernt². . . 3d l. 'Where' is Wer², in accordance with its vowel (æ), which is second-place with the use of the usual (twelve-vowel) scale. 47. *Aware*, a less frequent word, is represented by Wer³. See A- in the Standard-Phonographic Dictionary. *We are* is represented by Wer¹, the position of the sign, as though it were a phrase-sign, being determined by the usual rule of phrase-position. 245. 'Nature' is Net², in accordance with its accented vowel. Net¹ is *Not*. . . 5th l. 'great' is Gret², in accordance with its vowel. *Greater* is Gret²-Ray; *Greatest*, Gretst²; *Greatly*, Gret²-Lay; *Greatness*, Gret²-Ens. 'account' is Kent², because of its frequency, notwithstanding its accented vowel (ou) is third-place. Kent¹ is *Cannot*. For the derivatives of *Account*, see the Standard-Phonographic Dictionary. . . 8th l. 'want' is Went¹, in accordance with its vowel. *Went*, which was formerly represented as a sign word by Went¹, is written in Standard-Phonography by Went², in accordance with the usual rule of position. 52. Since the name of the sign makes the word, it may be left unvocalized, in accordance with 239, R. 2. . . 15th l. 'thee.' *Thee* and *Thy* are Dhee¹; *They* and *Them* are Dhee²; and *Thou*, Dhee³ in accordance with the vowel. *Though*, for distinction's sake, is Dhee³.

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Immensity of the Universe -

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IMMENSITY OF THE UNIVERSE.

The contemplation of the works of God—the magnitude of the visible creation, and the smallness of the earth in comparison—can but have an elevating effect upon our moral and religious sentiments. The full extent of the universe is not known. The only part which we have any conception of is that which has been laid open by the perseverance and ability of the astronomer, assisted by optical instruments of great power. We have no definite knowledge or conception of the visible creation. Numbers can only represent our knowledge of its proximate magnitude; but to get our best idea of the extent of the visible universe, we are obliged to employ a standard of reference, or unit of measure, which actually overpowers our highest conceptions of greatness. We are somewhat familiar with the extent of one, two, or three miles; but when we wish to grasp a definite idea of ten miles, we find it a considerable effort of the imagination. Extend the measure to a hundred, a thousand, or to ten thousand miles, and it is really beyond our definite conception. What must we say, then, of this terrestrial globe when considered in all its extent? And then let us extend our observations to the vast globe of the sun. What do we here find? A little universe within itself—a globe, whose diameter exceeds that of our terrestrial sphere a hundred and twelve times; whose surface is more than twelve thousand times that of the earth, and its solid contents one million and four hundred thousand times the solid contents of the earth. Were it hollow, except a thin surface, and the earth and moon—separated as far as they now are—moved within it, the earth occupying the center, there would be ample room for the moon to revolve around its wonted center, yea, and leave two hundred miles beyond on every side.

While the diameter of the sun is but one hundred and thirteen times the diameter of the earth (that is, 895,000 miles), its distance from us is 12,133 times the same unit (that is, 96,000,000 miles). Such vast numbers are completely beyond our comprehension in this sphere of life, and hence astronomers are wont to employ a standard of measurement, large in itself, so as to form some conception of distances so great.

Observation shows that light moves with a rapidity so great that it sweeps over a space of 192,000 miles in a second of time. In other words, were a taper lighted 192,000 miles from us, in just one second we could see the effect of its blaze. Vast to us as such numbers appear, it actually requires light about eight and a half minutes to come from the sun to the earth. To employ a standard brought down more nearly to our comprehension : suppose a steam-carriage to move without intermission, day and night, at the rate of twenty miles an hour, till it reaches the sun. Several generations must pass away during the time, for, it would occupy about 550 years. Such, then, is the interval that separates us from our solar orb. Is it a wonder that the sun is really so large, while its apparent dimensions are so small ?

But we have not yet gone beyond the limits of the earth's orbit. Our planetary system is vast in extent beyond that. The space that separates Neptune, the farthest known planet from the sun, is equal to thirty times that which lies between us and the sun. Start from the great central luminary on your steam-carriage, as above supposed, and let your course be toward that distant planet to which I have just called your attention ; travel a thousand years, and your course is yet onward — onward still, till another, and another, and another thousand years have elapsed, — and only one quarter of your journey is performed. Sixteen thousand five hundred years must sweep into eternity ere you arrive at your journey's end. But the position which you now occupy only marks the limit of one side of our system of sun and planets. The orbit of far-off Neptune extends as far on the other side of the sun as you are now supposed to be on this. Hence, to travel from one side of the known planetary system to the other, would require twice 16,500, or 33,000 years.

Questions and Notes.—1st l. 'Observation.' How is Iss usually joined to straight lines ? 27. 1. How is it joined between two strokes ? 27, 4. In what position is *That* ? 39, 1 ; 219, 1. It is put in this position to distinguish it from *without*, Dhet2. 'light.' What is the rule for shortening to add *t* in this word ? 220. Why is the word written in the first position ? 219, 1. 'moves.' Why is *ōō* written before Vee instead of after Em ? 105, 2 ; 106, R. 1. 'rapidity.' How is *d* expressed in this word ? and by what rule ? 220. 'sweeps.' 117, 3. 'space' 58, 63...2d l. 'miles' and 'second.' The first requirement of speed is the use, if permitted by other principles of Phonographic Orthography, of the briefest signs for the expression of sounds. See Part V of the Hand Book. § 4, 1. Hence, in *Miles*=mīlz, *z* is expressed by Iss (26, R.), and, in *Second*, *n* is expressed by the En-hook, and *d* by shortening. 220. 'taper.' There is nothing here to prevent the use of the briefest sign for *pr*. 166, *b* and *c*...3d l. 'effect.' Why can not Kay be shortened here to add *t* ? 217 and R.

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12,000

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Beyond this, other planets are still suspected. Light, even with its amazing velocity, could not pass from one extremity of this system to the other in less than eight hours. Even this is not the limit of our solar system. According to the computations of astronomers, the splendid comet of 1680 requires 8,800 years to complete one revolution around the sun. The mighty space that this sweeps over in passing around the sun is yet but a point. When it is at that part of its orbit farthest from the sun, it would require about four days for light to reach us from it. Such, then, is that space throughout which the sun's attractive influence is felt. Great as this space is, it is only one two-hundred-and-fiftieth part of that which separates our sun from the next nearest sun in the universe.

But let us stop one moment to raise our eyes to the vault of heaven, and notice these sparkling points which are scattered promiscuously over the nocturnal sky.

“O, what a confluence of etherial fires,
From suns unnumbered, down the steep of heaven
Stream to a point, to center in my sight !
This prospect vast—what is it? Weighed aright,
'Tis Nature's system of divinity,
And every student of the night inspires ;
'Tis elder Scripture, writ by God's own hand—
Scripture authentic—uncorrupt by man.”

Let us now proceed in our imaginary flight to the nearest fixed star. Suppose that we travel with the speed of a cannon-ball, which goes twenty miles a minute, or sixty times.

Questions and Notes.—1st l. ‘planets.’ *nts* are better expressed here by En-hook and Tees, than by Nets, because of the better junctions, and the better basis for the derivative words, secured by the former. ‘suspected.’ There is nothing here to prevent the use of the briefest expression of *s-s*. *Ses* is 16 per cent. faster than *Es-Iss* the expression in the Old Phonography for initial *s-s*. Why may the vowel of the syllable *-ted* be omitted? 239, R. 2, *b*. ‘velocity.’ 166, *b* and *c*. ‘could not.’ 245. . . 2d l. ‘extremity.’ Why can not the *t* of *-ty* be expressed by shortening? 220, *b*, 1; Orth—Orthographer, 3, 1. ‘the other.’ *yñ* is here used, by license, for the similar sounds *ōū*. 136. ‘8.’ 82. . . 7th l. ‘as this.’ 246, 3. *As* is here adapted to *This*, so that it may be distinguished from *As these*, *Iss-Dheest*, and *As those*, *Iss-Dheest*. ‘Only.’ 156, R., *b*. . . 9th l. ‘stop.’ As no vowel occurs between the *s* and *t*, the briefest sign for *st* may be used. ‘moment.’ *-nt* may here be expressed in the briefest way, namely, by the En-hook and shortening. ‘raise.’ When *s* is not immediately preceded by an initial or immediately followed by a final vowel, it is almost invariably represented by *Iss*. ‘vault.’ Why is *au* written through Velt? 169, 3.

our former velocity, one million two hundred thousand years must pass away before we come to our journey's end. The distance is twenty millions of millions (20,000,000,000,000) of miles, and it takes light three years and eighty days to reach us. And thus, were the nearest star blotted out of existence, it would shine for three years and eighty days before the last ray could reach us. We thought, in considering the distance that separates the sun from the earth, that it was very great; what, then, shall we say of that expanse of space that requires light upwards of three years to traverse it!

Remember, however, that this is not the *farthest* fixed star, but the *nearest* that has yet been found—a bright star in the southern hemisphere. There are other stars, and bright ones, too, whose distance from us far exceeds that of the one we have been contemplating. The light from Sirius, the brightest of all the fixed stars, occupies thirteen years in reaching us, and consequently its distance from the earth is four times the distance of Alpha Centauri, the nearest star whose parallax has been determined. Arcturus, a large red star of the northern hemisphere, is so far removed from us, that no less than twenty-three years are consumed in the passage of its light to the earth. If the distances of the brightest fixed stars are so great, what can we say of those that are just perceptible to the naked eye?

We have reason to think that the average distance of the stars increases as their apparent magnitude decreases. If we now take the average distance of the stars of the first magnitude to be such that it will require ten years for the passage of light from them to us (and there is reason to think that it is greater than this), then the smallest stars that are distinctly visible to the naked eye, will, on an average, be so far from us that it will require light seventy years to reach us from them; and light from those stars that are so small that we only occasionally catch a glimpse of them, can not pass over the interval.....

Questions and Notes.—1st l. 'former.' Why is *au* written through *Fer*? 169, 3. What serves for the Ar-hook in the last syllable? 164....2d l. 'distance.' How is *n* expressed in this word? 187....3d l. Why is 'light' written above the line, *i. e.*, in the first position? 219, 1....4th l. 'out of.' How is *of* added here? 201, R. 4. 'existence.' How is *Ses* vocalized? 65, 2....5th l. How may *con-* or *com-* be expressed in connection with the preceding word *In*? *Ans.* By the sign for *Incon-m.* p. 112, R. 7. Observe that the general method of *implying con, com, or cog*, is by writing the remainder of the word under or close to a preceding syllable or word: near *Dee*, for *de-* or *dis-*, as in *decompose, discontinue*; near *Ray*, for *re-* as in *reconcilable, recommend, recognize*; near *Ar*, for *irre-* as in *irreconcilable*; near *En2*, for *un-*, as in *uncontrolled, uncombined*; under the end of *En1*, for *in*, as *inconstant, incomplete, in complete, incognito*; under *Ems1*, for *mis-*, as in *misconduct, miscompute*; under or through *Nen1*, for *non-*, as in *non-committal, non-conducting*.

that separates them from us, in less than one hundred years. Such, then, is the distance at which the naked eye can perceive physical objects.

But what do we learn, when we bring to our assistance the telescope? Let us take the great telescope of Lord Rosse, and direct its colossal tubes towards the Milky Way; behold the unnumbered suns, whose light now streams down the "steep of heaven," with such intensity as to affect our visual organs. Where hundreds only were visible to the naked eye, thousands now burst upon our astonished vision, as so many bright and shining points on the "azure bosom of night." If the distance of those that are just visible to the naked eye is so great, what must we say of the distance of those which are barely to be seen with the help of Lord Rosse's great reflector! This great instrument will penetrate into space at least three hundred times as far as the naked eye. Multiply this number by one hundred, the number of years required for the passage of light from the most distant stars visible to the naked eye, and we obtain thirty thousand years for the passage of light from the more remote stars seen by means of Lord Rosse's great telescope. Twenty-nine thousand years ago, then, these distant suns might have ceased to exist, and they would still have a thousand years to glimmer as bright specks on our nocturnal sky!

Let us stop for one moment and reflect on the magnitude of that zone of stars that we call the Milky-Way. Did you ever examine it? It goes completely around the heavens. Astronomers tell us that our earth—this little ball of matter upon which we dwell, and which we are told is under the special care of the Deity—makes annually a revolution around one of the suns of this starry zone. All the brighter stars of the firmament belong to this cluster. How mighty, how august, how incomprehensible is this *one cluster*, this starry stratum, this island universe of ours! We are not in the center of it.

Notes and Questions.—1st l. 'naked.' *d* is here added by shortening in accordance with 220....2d l. 'physical' = fizikal. *kt* are here expressed by the briefest sign, Kel. 166, *b* and *c*....3d l. 'bring.' Where are all first-place vowels written when occurring between two *strokes*? 105....4th l. 'unnumbered.' How are derivative word-signs formed? p. 142, R. 5. Remember that part of what constitutes a word-sign is its *position*, and that the position is unchanged when the *formative* is prefixed or affixed, 261, R. 2....6th l. 'hundreds.' There is no principle interfering with the expression of both *d*'s of this word by halving, and securing a briefer form than the old one, En-Dreds....7th l. 'penetrate.' The Old form for this word, Pee-En-Tret, was unnecessarily long....10th l. 'required.' How are angles written so as to be read between the consonants of an El-hook or Ar-hook sign? 169, 4.

In some parts the larger telescopes are able to penetrate through and see the blue ethereal space beyond, which intervenes between our system of suns and the next neighboring system. But in other parts the most powerful telescopes which have yet been brought to bear, can not *sound* the farther extremity. Poise yourself, then, for one moment, on the farthest extremity of the Milky-Way, and then dart with the rapidity of light, and at least forty thousand years must pass before you could reach the opposite limit. Such is the vastness of our starry cluster.

But I have only told you of one system of suns—that to which we belong; very extensive, without doubt equaling, and perhaps surpassing, any other with which the astronomer is acquainted; but yet it is but one among the vast systems of the universe of God. Launch out into space, and travel up the streams of light which feebly affect your visual organs through your great telescopes, and behold! What do you find? Dimly at first, the light breaks upon you; but as it increases, you exclaim, “Another cluster, another stratum of suns, a Milky-Way so far removed from our minute sphere that it only appears as a faint patch of light on the blue canopy that the God of Nature has spread over us!”

The astronomer discovers in various parts of the heavens thousands of these clusters and nebulae. Each of these is to be regarded in the same light as the Milky-Way—as a cluster of suns far removed from our sidereal system. To those who inhabit the planets which revolve around one of the suns situated in any of those clusters, *their* starry stratum would appear to encircle the whole heavens, as *our* Milky-Way does here. The suns of the universe seem to be collected into clusters, or systems, in this manner. The principle of gravitation renders it necessary that all these suns should have a motion; and hence we conclude that, besides the motion of the stars among themselves, around the center of gravity of their own particular.....

Notes and Questions.—1st l. ‘parts.’ As *Pret* is the briefest sign for *Part* and does not conflict with vocalization or with principles of legibility, it should be used instead of the Old outline, *Pee-Ret*. . . . 2d l. ‘intervenes.’ p. 113. R. 10. . . . 3d l. ‘Which have.’ 201, R. 4. ‘brought.’ This brief form conflicts with no principle of phonographic orthography. In Standard Phonography as in the Old Phonography, the curves for *l*, *r*, *m*, *n* are shortened simply to add *t*, and shortened and widened to add *d*. Excepting *Yay*, *Way*, *Emp*, *Iug* (which are not shortened, because they would conflict with *Eld*, *Ard*, *Med*, and *Ned*), ALL OTHER CONSONANT STROKES are shortened in Standard Phonography, to add *either T or D*, while, in the Old Phonography, excepting also the *Way-hook* signs, *T* was added by halving to only *light* and *D* to only *heavy* signs. The Standard-Phonographic rule of halving reduces to regularity hundreds of words which were exceptions to the Old rule, and enables the writer to avail of the advantage of halving in numerous instances where the Old phonographers were deterred by a fancied danger.



P; P 6 ¹ 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

David Trowbridge

THE RIVER.

Mrs. Southey.

system, the systems themselves must have a motion around their own center of gravity. What now can be the distance of these starry clusters? We can only give their probable distance. Four stars whose light is blended into one can be seen at twice the distance of one star. Suppose, then, that Lord Rosse looks directly onto ten thousand stars in one of the faintest and most distant clusters. It would be one hundred times the distance of a single star—that is, it would require light three millions of years to come from that locality to our earth. *David Trowbridge.*

THE RIVER.

River! River! little river!

Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.

River! River! swelling river!

On you rush o'er rough and smooth;
Louder, faster, brawling, leaping
Over rocks, by rose-banks sweeping,
Like impetuous youth.

River! River! brimming river!

Broad, and deep, and *still* as time:
Seeming *still*, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.

River! River! rapid river!

Swifter now you slip away;
Swift and silent as an arrow,
Through a channel dark and narrow,
Like life's closing day.

Mrs. Southey.

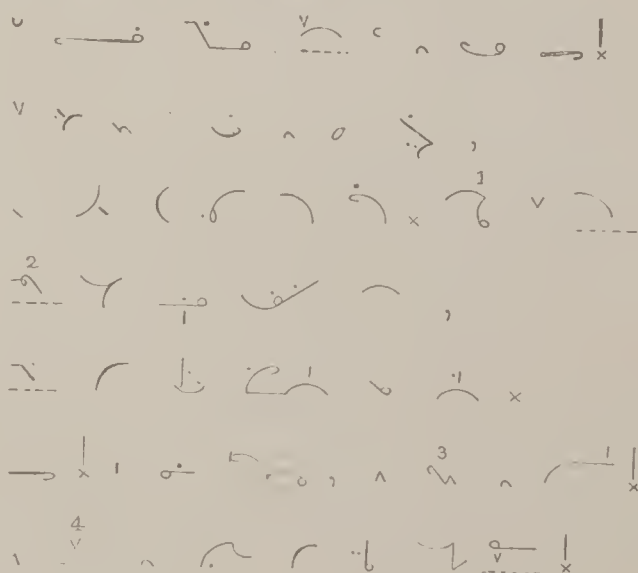
TELL'S ADDRESS TO THE MOUNTAINS.

Ye crags and peaks, I'm with you once again !
 I hold to you the hands you first beheld,
 To show they still are free. Methinks I hear
 A spirit in your echoes answer me,
 And bid your tenant welcome to his home.
 Again ! O sacred forms, how proud you look !
 How high you lift your heads into the sky !

Notes and Questions.—1st l. 'crags.' The *k* and *r* are quickest expressed by Ker. The final *s*, as usual, is expressed by the briefest sign, Iss. What is the rule for writing *ā* before Gay, instead of after Ker ? 105, 2. 'I'm' is written with Em vocalized with *ī*, to distinguish it from *I am*, Petoidī-Em....2d l. 'first.' The sign for *First* will be seen to be Steh₂, representing the last two consonants of the word. 237....3d l. 'still.' 67. It should be observed that the brief consonant-signs (Iss, Steh, brief Way and Yay) do not, as to reading, follow any special rule, or one different from that applied to stroke-signs : for as the stroke first made reads before the following consonant (with its vowel or vowels, if any), so does a brief sign read before a stroke (and its vowel) to which it is prefixed. Again, also, as a stroke (with its vowels, if any) reads before an added stroke, so does a stroke (with its vowels, if any) read before a brief consonant-sign affixed.



Teli's Address to the Mountains.



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II.

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How huge you are ! how mighty and how free !
 Ye are the things that tower, that shine—whose smile
 Makes glad—whose frown is terrible—whose forms,
 Robed or unrobed, do all the impress wear
 Of awe divine. Ye guards of liberty !
 I'm with you once again. I call to you
 With all my voice ! I hold my hands to you,
 To show they still are free. I rush to you,
 As though I could embrace you !

II.

Once more I breathe the mountain air ; once more
 I tread my own free hills ! My lofty soul
 Throws all its fetters off ; in its proud flight,
 'Tis like the new-fledged eaglet, whose strong wing
 Soars to the sun it long has gazed upon
 With eye undazzled. O ! ye mighty race
 That stand like frowning giants, fixed to guard
 My own proud land, why did ye not hurl down
 The thundering avalanche, when at your feet

Notes and Questions.—1st l. 'mighty.' Why must *t* in *Mighty* be expressed by Tee, instead of by shortening ? *Ans.* Because a vowel follows, which could not be expressed after *t* denoted by shortening. 220, *b.* 1. Orth., § 3, 1....2d l. How should two concurrent vowels be written when they cannot be conveniently divided between two strokes ? 109. 'shine.' As no vowel follows the *n*, there is nothing to prevent its being expressed in the briefest way, namely by a hook. Observe that generally when a sound has more than one sign, the briefest sign is used if it can be without interfering with vocalization or some other principle of phonographic orthography. 'whose.' If the Old phonography had had, as Standard Phonography has, a rule for the formation of derivative word-signs (p. 142, R. 5), *Whose* would have been written Jedsoid² (*i. e.*, *Who*, Jedoid², with the formative *z* added by Iss, the briefest sign), instead of Zee³. 'smile.' As no vowel precedes *s*, it should be written with its briefest signs, Iss....3d l. 'makes.' Why should *ā* be written after Em instead of before Kay ? 105. 'glad.' The briefest expression of *l* is by the El-hook, which every principle permits here ; and *d* may be added to Gel by shortening, since no vowel follows. 'frown.' The briefest sign for the consonants of this word is Fren, and as this permits the insertion of the vowel (ou), it should be used. 'terrible.' A briefer expression would be Ter-Bel ; but as Ter would be an inconvenient beginning for *Terrify* (Tee-Ray-Ef) and *Terror* (Tee-Ray-Ray), Tee-Ray-Bel is used, which is analogous to the most convenient forms for *Terror* and *Terrify*. Orth. § 6 ; § 4, 3 ; § 5, 2. 'forms.' The briefest expression of *Form* is Fer-Em : it complies with the second requirement of vocalization (Orth., § 3, 2), and the requirements of legibility, and is therefore the best form. All the derivatives, as *Deform*, *Reform*, *Perform*, *Inform*, *Uniform*, and *Transform*, may be written analogously.

The base usurper stood ? A touch—a breath,
 Nay, even the breath of prayer, ere now, has brought
 Destruction on the hunter's head ; and yet
 The tyrant passed in safety. God of Heaven !
 Where slept thy thunderbolts ?

III

O Liberty !

Thou choicest gift of heaven, and wanting which
 Life is as nothing ; hast thou then forgot
 Thy native home ? Must the feet of slaves
 Pollute this glorious scene ? It can not be.
 Even as the smile of heaven can pierce the depths
 Of these dark caves, and bid the wild flowers bloom
 In spots where man has never dared to tread ;
 So thy sweet influence still is seen amid
 These beetling cliffs. Some hearts still beat for thee,
 And bow alive to heaven ; thy spirit lives,
 Aye, and shall live, when even the very name
 Of tyrant is forgot.

Notes and Questions.—1st l. 'stood.' The briefest sign for *Stand* is Iss-Tend, and analogy requires the briefest expression of *Stood*, Iss-Ted, instead of Steh-Dec.... 4th l. 'past.' Peest can be easily vocalized for *Passed*, and this form should be used instead of the longer Pees-Tee. 'safety.' The *t* of this word can not be expressed by halving, because the final vowel could not then be written. 220, *b*, 1 ; Orth., 3, 1....9th l. 'is as.' How may any circle-signword be added to word-signs, terminating with Iss ? to those not terminating with Iss ? p. 142, R. 7....10th l. 'native.' How is *-live* usually written where it cannot be added by a Tiv-hook ? p. 119, R. 9. 'slaves.' Why is *ā* written after Slay instead of before Vees ? 105, 1....11th l. 'glorious.' How may *iā*, *ia*, *io*, *iū*, etc., be written ? *Ans.* Either by the separate signs of the vowels, in accordance with 109, or, to save making two vowel-signs, by the similar *yā*, *ya*, *yo*, *yū*, etc. 136....12th l. 'depths.' Why is *ē* written before Pee instead of after Dee ? 105, 2....13th l. 'bloom' Why is *ōō* written before Em instead of after Bel ? 105, 2....14th l. 'dared.' Why is *ā* (—*a*) written after Dee instead of before Ard ? 105, 1....17th l. 'lives.' Why is *ī* written after Lay instead of before Vees ? 105, 1. Where are all first-place vowels written when occurring between two strokes ?....18th l. 'name.' Why is *ā* written after En instead of before Em ? 105, 1. Where are all long second-place vowels written when occurring between two strokes ?



6 9 9 1 6 6 9 1

Lo ! while I gaze
 Upon the mist that wreathes yon mountain's brow,
 The sun-beam touches it, and it becomes
 A crown of glory on his hoary head ;
 O ! is not this a presage of the dawn
 Of freedom o'er the world ? Hear me, then, bright
 And beaming heaven ! While kneeling thus I vow
 To live for *Freedom*, or with her—to die !

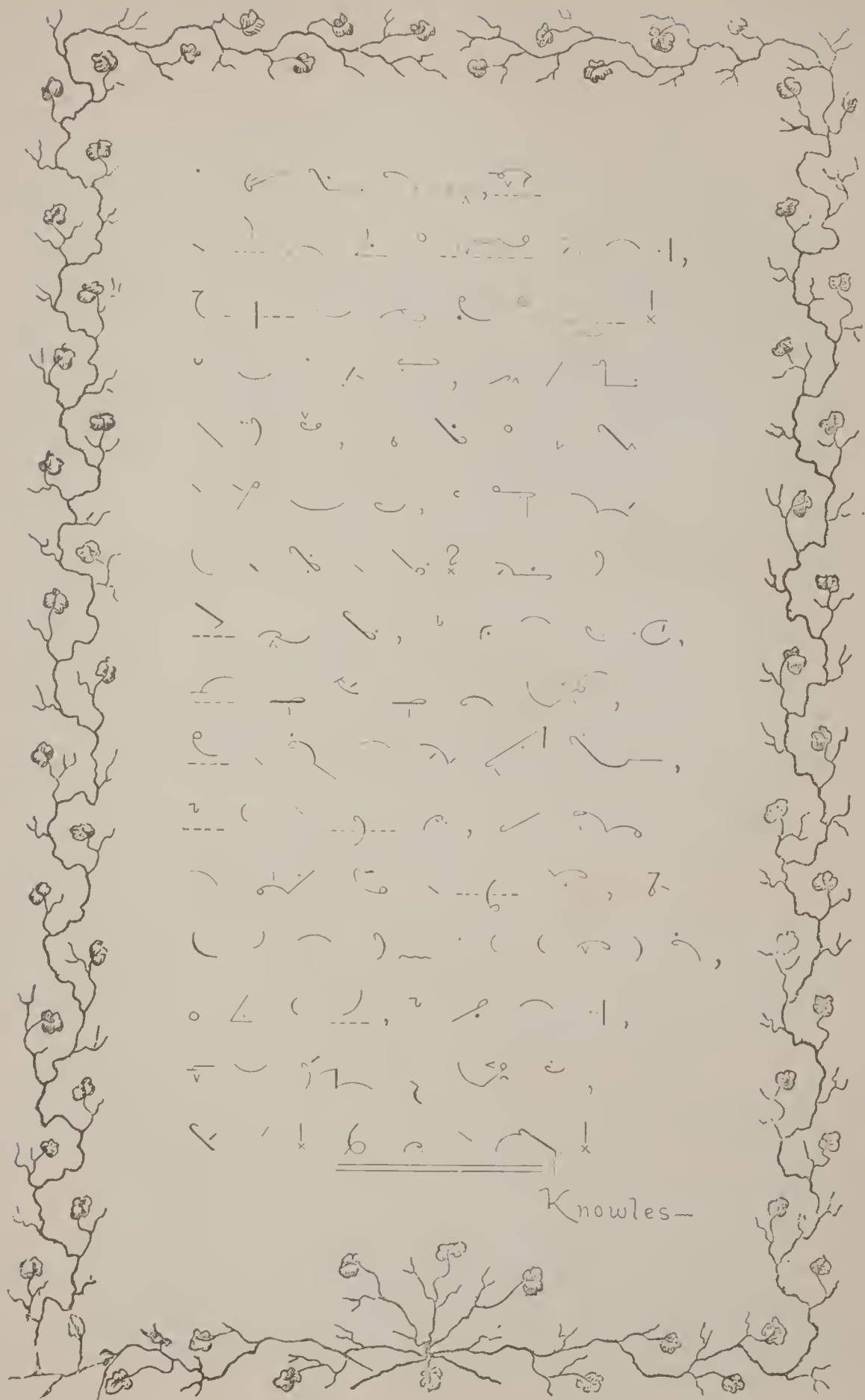
IV.

O ! with what pride I used
 To walk these hills, and look up to my God,
 And bless him that 'twas so. 'Twas free,—
 From end to end, from cliff to lake, 'twas free,—
 Free as our torrents are, that leap our rocks,
 And plow our valleys, without asking leave,
 Or as our peaks, that wear their caps of snow,
 In very presence of the regal sun !
 How happy was I in it then ! I loved
 Its very storms ! Yes, I have sat and eyed

Notes and Questions.—1st l. 'gaze.' What is the Corresponding Style rule of position for words composed of horizontal consonants only ? 52. . . 2d l. 'mist.' Why is this word written above the line, or in the first position ? 'wreathes.' What is the Corresponding-Style rule of position for words having a perpendicular or sloping letter ? 53. The object of the rule with reference to such words is to secure lineality of writing. As the lineality of longhand writing would be injured by commencing the first portion of a script *T* upon the line, and allowing the descending portion to run below the line, so would the lineality of phonographic writing be marred if, in writing such an outline as *Em-Chay*, you were to write *Em* on the line, requiring *Chay* to descend below the line. Hence, in Phonography, as in longhand, the horizontal portions should be so written that the first perpendicular or sloping portion of the word or letter shall rest upon the line. But let it be observed that these rules (52 ; 53) apply to other outlines than word-signs and contractions, which follow nearly the reporting rule of position. Read carefully § 54. . . . 6th l. 'freedom.' What is the Corresponding-Style rule of position applying to words whose first perpendicular or inclined stroke is a shortened letter ? 219. Why is *Freedom* written in the first position ? 'bright.' Why is this word written in the first position ? Study and master these rules of position.

The thunder breaking from his cloud, and smiled
 To see him shake his lightnings o'er my head,
 And think I had no master save his own !
 Ye know the jutting cliff, round which a track
 Up hither winds, whose base is but the brow
 Of such another one, with scanty room
 For two abreast to pass ? O'ertaken there
 By the mountain blast, I've laid me flat along,
 And while gust followed gust more furiously,
 As if to sweep me o'er the horrid brink,
 And I have thought of other lands, where storms
 Are summer flaws to those of mine, and just
 Have wished me there—the thought that mine was free,
 Has checked that wish, and I have raised my head,
 And cried in thralldom to that furious wind,
 Blow on ! *this is the land of Liberty !* Knowles.

Notes and Question.—1st l. 'thunder.' Thend-Ray is the briefest outline for this word, is easily vocalized, and all its derivatives and compounds may readily be made from it. 'breaking.' Why is ã written after Ber instead of before Kay ? 105, 1. What is the sign for -ing ? 'from his.' 244, R. 3, 5 ; p. 142, R. 7 2d l. 'I had.' I is here brought down a little from its natural position, so that *Had* may be written in *its* position. 246, 1....4th l. 'round.' Orth., 5, R. 1 and 3. Read carefully. 'a track.' Why is ã written before Kay instead of after Ter ? 105, 2. Where are all third-place vowels written when occurring between two strokes ? Ter-Kay being the briefest outline for this word, and conflicting with no principle of Phonographic Orthography, must be taken as the best outline. See examples of Phonographical parsing in the Orthographer, Part V. of the Hand-Book5th l. 'brow.' 240, 2....6th l. "room." Why is õõ written before Em and not after Ar ? 105, 2....Where are all third-place vowels written when occurring between two consonants ?7th l. 'along.' 156, 2....9th l. 'as if.' If, most depending upon its position for legibility, Æs is adapted to that position. 246, 4. 'sweep.' 117, 3....Last line. 'This is the land of liberty.' "People of foreign countries may say to us—well may they say it—the tree of liberty has been planted on American soil, and if the government only lasts, its branches will spread, and it will bear fruit which will be plucked by every human being, until each and all shall have tasted the sweets of liberty, and shall sing some joyous song that they, too, are a free and independent Government, ruled by no kings, monarchs, autocrats, emperors, or czars."—Maj.-Gen. John A. Logan, at Duquoin, Ill., July 31, 1863.





Nature through the Microscope.

[illegible][illegible]

Handwritten mathematical notes and diagrams, including various symbols, fractions, and geometric constructions. The text is written in Arabic script and includes the following elements:

- Top line: $\frac{1}{2} - \frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
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- Third line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
- Fourth line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
- Fifth line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
- Sixth line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
- Seventh line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
- Eighth line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
- Ninth line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).
- Tenth line: $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark), $\frac{1}{2} = \frac{1}{2}$ (with a checkmark).

NATURE THROUGH THE MICROSCOPE.

The larger forms of animals, such as are daily presented to us, seem comparatively limited, and we easily comprehend the reason. If they were very numerous, so must be their means of subsistence. But as only a certain amount of subsistence can be gleaned from a square mile, under the most favorable conditions, and that amount is not large, the existence of the larger forms comprises extremely limited numbers. But when we descend to entomology and conchology, we are confused with the almost innumerable diversities of species and variety. Of the beetle, alone, there have been ascertained to be no less than 30,000 branches.

Lyonnet, a French naturalist, spent several years in examining a single insect, and left the work unfinished, thus showing the exceeding delicateness of the structure. In the body of an insect, about an inch in length, M. Straus, has enumerated 306 plates, composing the structure of the outer envelope; 496 muscles, for putting these plates in motion; 24 pairs of nerves to animate them, and 48 pairs of tracheæ or breathing organs, equally ramified and divided, to convey the air and sustenance to this complicated tissue.

We regard the common house-fly as a contemptible insect, but how important an object of study its structure is, can be learned from the fact that its eye is one of the most singular and curiously constructed mirrors that science has as yet invented, or study discovered. The lenses in its eyes are numbered at six or seven thousand; in the eye of the dragon-fly, 17,000.

The house-fly's wing has a power of 600 strokes in a second, which can propel it thirty-five feet, while the speed of a swift race-horse is but ninety feet per second.

Notes and Questions.—1st l. 'presented.' Ted or Ded ending a past tense or a past participle does not require vocalization. 239, R. 2. *b*.

8th l. 'Lēonā.' What is the phonographic sign for accent? 79. 'naturalist.' In accordance with the rule for forming derivative word-signs, El is added to Net2 for *Natural*, and Steh to *Natural*, to add the formative, -ist, of *Naturalist*. p. 142, R. 5.

4th l. from bottom. 'has as.' p. 142, R. 7. *b*.

The beauty of the butterfly is proverbial, but how much more intense should be our admiration when we learn that it is a thing of 34,000 eyes, and that on a single wing there have been found one hundred thousand scales. The wings of many insects are of such extreme tenuity, that fifty thousand of them placed over each other, would not compose the thickness of a quarter of an inch; and yet thin as they are, each is double, so that the actual laminae here would be one hundred thousand.

We often see in pools of water, small bits of elongated straw and wood, seemingly having the power of motion. With what interest has science invested these, when we find that each elongated tube is the home of a caddice worm, which is ultimately to become an insect or fly, such as the ephemeron fly. These worms are exposed to the ravages of birds and fishes, and hence they glue together small bits of wood and straw to make a house for shelter; and when the frail castle is too buoyant, they add a piece of gravel to preserve the balance, in order that the castle shall not be burdensome nor too buoyant.

We regard the web of the common spider as the trifling product of a disgusting insect, but it is an object of intense curiosity when we reflect that each thread is composed of four thousand filaments, and that four millions of these filaments would not make a cord thicker than a single hair of a man's head.

Anonymous.

The ostrich will run swifter than the fleetest horse. Some birds can dart against, and through, the adverse aerial currents, and will make nearly two miles per minute, showing that they might, if kept in one course, encompass the earth in less time than is required for a fast steamer to cross the Atlantic.

Notes and Questions.—1st l. 'beauty.' Why must the *t* be expressed by Tee instead of by halving? 220, *b*, 1; Orth 3, 1. 'proverbial.' *yā* is here used by license for *ia* 136....10th l. 'glue.' *ū* is here joined in accordance with 240, 2. How should 'glues be written? 240, *R*....14th l. 'curiosity.' *yo* is here used for *io*. 136. 'reflect.' Why cannot the *t* of this word be expressed by halving? 217 and *R*....15th l. 'of these.' By elevating *Of* a little from its usual position, *These* is brought into its natural position, and thus *Of these*, is distinguished from *Of this* and *Of those*. 246, 1. 'would not.' *Would*, in accordance with the usual rule of phrase-position, determines the position here, and hence *Not* is brought out of its separate position. 245.

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| x ~ Anonymous.

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SELF-CULTURE.

[illegible]

Gibbon

Handwritten musical notation on a single page, featuring various notes, rests, and bar lines. The notation is written in a cursive style, typical of early manuscript notation. The page is numbered 2 in the top right corner.

SELF-CULTURE.

“Every person has two educations ; one which he receives from others, and one, more important, which he gives to himself.”—*Gibbon*.

Self-culture includes the education or training of all parts of a man's nature, the physical and moral, as well as the intellectual. Each must be developed, and yet each must yield something to satisfy the claims of the others. Cultivate the physical powers exclusively, and you have an athlete or a savage ; the moral only, and you have an enthusiast or a maniac ; the intellectual only, and you have a diseased oddity, it may be a monster. It is only by wisely training all three together that the complete man can be formed.

The ancients laid great stress on physical training, and a sound mind in a sound body was the end which they professed to aim at in their highest schools of culture. The Greek teachers were peripatetic, holding that young men should only learn what they could learn standing.

But while it is necessary, in the first place, to secure this solid foundation of physical health, it must also be observed that sustained application is the inevitable price which must be paid for mental acquisition of all sorts ; and it is as futile to expect them without it, as to look for a harvest where the seed has not been sown. The road to knowledge is free to all who will give the labor and the study requisite to gather it ; nor are there any difficulties so great that the student of resolute purpose may not effectually surmount and overcome them. It was one of the characteristic expressions of Chatterton, that God had sent his creatures into the world with arms long enough.....

This entire article on Self-Culture will repay a thoughtful perusal. Its inculcations of Thoroughness, Accuracy, and Application should be observed by phonographic students ; and let it be remembered by the self-educator, that Phonography once learned is a valuable aid in self-improvement. And to those who view Phonography simply as a means of money-getting, there is commended the chapter on ‘Low View of Knowledge.’ Generally, knowledge best rewards her sincere devotee. A selfish purpose is not as powerful as love of knowledge for itself.

to reach anything if they choose to be at the trouble. In study, as in business, energy is the great thing. There must be the "*ferret opus*"—we must not only strike the iron while it is hot, but strike it till it is made hot. The proverb says: "He who has heart has everything," *che non arde non incende*, who doth not burn doth not inflame. It is astonishing how much may be accomplished in self-culture by the energetic and the persevering, who are careful to avail themselves of opportunities, and use up the fragments of spare time which the idle permit to run to waste. Thus Ferguson learned astronomy from the heavens while wrapped in a sheepskin on the highland hills. Thus Stone learned mathematics while working as a journeyman gardener; thus Drew studied the highest philosophy in the intervals of cobbling shoes; thus Miller taught himself geology while working as a day-laborer in a quarry. By bringing their minds to bear upon knowledge in its various aspects, and carefully using up the very odds and ends of their time, men such as these, in the very humblest circumstances, reached the highest culture, and acquired honorable distinction among their fellow-men.

Sir Joshua Reynolds was so earnest a believer in the power of industry, that he held that all men might achieve excellence if they would but exercise the power of assiduous and patient working. He held that drudgery was on the road to genius, and that there were no limits to the proficiency of an artist except the limits of his own painstaking. He would not believe in what is called inspiration, but only in study and labor. "Excellence," he said, "is never granted to man but as the reward of labor." "If you have great talents, industry will improve them; if you have but moderate abilities, industry will supply their deficiency. Nothing is denied to well-directed labor; nothing is to be obtained without it." Sir Fowell Buxton, who labored in a very different field, was an equal believer.....

Notes and Questions.—5th l. 'energetic.' The accented vowel of this word being second-place, it is written in the second position, that is, with the sloping letter resting on the line of writing. 219, 2. 'careful.' How may the advanced writer add *-ful* or *-fully* to a full-length straight line? p. 119, R. S....6th l. 'spare. Why is Ar instead of Ray used in this word? 152, 2; Orth., 5, R. 3, b. 'idle.' Del is the briefest expression of the consonants of this word, and permits the easy writing of *i* (the accented vowel) and the unaccented vowel is easily supplied. Dee-Lay is used as the outline of *Idol*, so as to permit the easy writing of the second vowel in the derivative words, *Idolatry*, etc. See and carefully read Orth., 5, and R. 1 and 4.

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Thoroughness and Accuracy.

١. ٢. ٣. ٤. ٥. ٦. ٧. ٨. ٩. ١٠. ١١. ١٢. ١٣. ١٤. ١٥. ١٦. ١٧. ١٨. ١٩. ٢٠. ٢١. ٢٢. ٢٣. ٢٤. ٢٥. ٢٦. ٢٧. ٢٨. ٢٩. ٣٠. ٣١. ٣٢. ٣٣. ٣٤. ٣٥. ٣٦. ٣٧. ٣٨. ٣٩. ٤٠. ٤١. ٤٢. ٤٣. ٤٤. ٤٥. ٤٦. ٤٧. ٤٨. ٤٩. ٥٠. ٥١. ٥٢. ٥٣. ٥٤. ٥٥. ٥٦. ٥٧. ٥٨. ٥٩. ٦٠. ٦١. ٦٢. ٦٣. ٦٤. ٦٥. ٦٦. ٦٧. ٦٨. ٦٩. ٧٠. ٧١. ٧٢. ٧٣. ٧٤. ٧٥. ٧٦. ٧٧. ٧٨. ٧٩. ٨٠. ٨١. ٨٢. ٨٣. ٨٤. ٨٥. ٨٦. ٨٧. ٨٨. ٨٩. ٩٠. ٩١. ٩٢. ٩٣. ٩٤. ٩٥. ٩٦. ٩٧. ٩٨. ٩٩. ١٠٠.

in the power of study ; and he entertained the modest idea that he could do as well as other men if he devoted to the pursuit double the time and labor that they did. He placed his great confidence only in ordinary means and extraordinary application. Genius, without work, is certainly a dumb oracle ; and it is unquestionably true, that the men of the highest genius have invariably been found to be among the most plodding, hard-working, and intent men, their chief characteristic apparently consisting simply in their power of laboring more intensely and effectively than others.

Thoroughness and Accuracy.

Thoroughness and accuracy are two principle points to be aimed at in study. Francis Horner, in laying down rules for the cultivation of his mind and character, placed great stress upon the habit of continuous application to one subject for the sake of mastering it thoroughly, confining himself, with this object, to but a few books, and resisting with the greatest firmness "every approach to the habit of desultory reading." The value of knowledge to any man certainly consists, not in its quantity, but in the good uses to which he may apply it. Hence a little knowledge, of a perfect character, is always found more valuable for practical purposes than any extent of superficial learning. The phrase in common use as to "the spread of knowledge" at this day is no doubt correct. But it is spread so widely, and in such thin layers, that it only serves to reveal the mass of ignorance lying beneath. Never, perhaps, were books more extensively read or less studied, and the number is rapidly increasing of those who know a little of everything, but nothing well. Such readers have not inaptly been likened to a certain sort of pocket-knife which some people carry about with them, which, in addition to a common knife, contains a file, a chisel, a saw, a gimlet, a screw-driver, and a pair of scissors, but all so diminutive, that the moment they are needed for use they are found useless.

Notes and Questions.—1st l. 'entertained.' What is the sign for the prefix *inter-*? 228, 8. How may similar initial syllables be represented? 223, R, 1. How may *enter-* be represented? Many of the prefix signs are joined by the advanced writer, as is *enter-* in this word. p. 113, R. 10. 'modest.' In order to use the halving principle in this word, the unaccented vowel is omitted. 216, a. . . 2d l. 'pursuit.' As *Per-Es* would not be so convenient a form for *Pursue* as *Pee-Ray-Es* is, the derivative *Pursuit*, for analogy's sake, is written *Pee-Ray-Stee*, notwithstanding *Pers-Tee* would be quicker and would comply with principles of vocalization. Orth., § 4, teaches that accordance with the laws of analogy is one of the requirements of speed. See Orth., 6.

One of Ignatius Loyola's maxims was, "He who does well one work at a time, does more than all." By spreading our efforts over too large a surface, we inevitably weaken our force, hinder our progress, and acquire a habit of fitfulness and ineffective working. Whatever a youth undertakes to learn, he should not be suffered to leave until he can reach his arms round it and clinch his hands on the other side. Thus he will learn the habit of thoroughness. Lord St. Leonards once communicated to Sir Fowell Buxton the mode in which he had conducted his studies, and thus explained the secret of his success. "I resolved, when beginning to read law, to make everything I acquired perfectly my own, and never to go to a second thing till I had entirely accomplished the first. Many of my competitors read as much in a day as I read in a week, but at the end of twelve months, my knowledge was as fresh as the day it was acquired, while theirs had glided away from recollection." Sir E. B. Lytton once explaining how it was that, while so fully engaged in active life, he had written so many books, observed, "I contrive to do so much by never doing too much at a time. As a general rule, I have devoted to study not more than three hours a day, and when Parliament is sitting, not always that; but then during those hours, I have given my whole attention to what I was about.

Definite Objects in Study.

It is not the quantity of study that one gets through, or the amount of reading that makes a wise man, but the appositeness of the study to the purposes for which it is pursued; the concentration of the mind, for the time being, upon the subject under consideration, and the habitual discipline by which the whole system of mental application is regulated. Abernethy was even of the opinion that there was a point of saturation in his own mind, and that if he took into it something more than

Notes and Questions.—1st l. 'does' is here unnecessarily vocalized, for it is a derivative from *Do* (though the vowel is changed), and might properly be written by the sign for *Do* with the formative (z) added by Iss. p. 142, R. 5....7th l. 'everything' is written as though it were a phrase, as are many other compound words, the first element of the compound determining the position, in accordance with 245. 'Entirely.' *Enteri* was first given by the Hand-Book as a word-sign for *Entire*. It was written variously in the Old Phonography: *Ent-Ar*, *En-Tee Ar*, but usually *En-Tee-Ray*; and *Entirely* was usually written *En-Tee-Ray-Lay* or (in the earlier "editions") *Enti-Wer*, the present *Wer* being then used for *rl*. The Hand-Book first showed how to have both *Wer* and *Rel*—the hook of the former, *small*, of the latter, *large*. 161, R. 2.

Definite Objects in Study.

6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

[illegible]

Decision, Promptitude, and Confidence.

Handwritten musical notation on ten staves, featuring various notes, rests, and clefs, likely representing a musical score for a piece titled "The Song of the Lark" (The Song of the Lark).

it could hold, it only had the effect of pushing something else out. Speaking of the study of medicine, he said, "If a man has a clear idea of what he desires to do, he will seldom fail in selecting the proper means of accomplishing it." The most profitable study is that which is conducted with a definite and specific object, all observation, reflection, and reading being directed upon it for the time being. By thoroughly mastering any given branch of knowledge, we render it much more available for use at any moment. Hence it is not enough merely to have books, or to know where to read up for information as we want it. Practical wisdom for the purposes of life must be carried about with us, and be ready for use at call. It is not sufficient that we have a fund laid up at home, but not a farthing in the pocket: we must carry about with us a store of the current coin of knowledge ready for exchange on all occasions, else we are apparently helpless when the opportunity for action occurs.

Decision, Promptitude, and Confidence.

Decision and promptitude are as requisite in self-culture as in business. The growth of these qualities may be encouraged by accustoming young people to rely upon their own resources, leaving them to enjoy as much freedom of action in early life as is practicable. Too much guidance and restraint hinder the formation of habits of self-help. They are like bladders tied under the arms of one who has not taught himself to swim. Want of confidence is perhaps a greater obstacle to improvement than is generally imagined. True modesty is quite compatible with a due estimate of one's own merits, and does not demand the abnegation of all merit. Though there are no doubt many conceited persons who deceive themselves by putting a false figure before their ciphers, the want of confidence, the want of faith in one's-self, and, consequently, the want of promptitude in action, is a defect of character which is found to stand very much in the way of individual advancement. It has been said that half the failures in life arise from.....

Notes and Questions.—1st l. 'something' is written as though it were a phrase. 245. *Anything* is En-Ing, and, for distinction's sake, *Nothing* is En-Ith-Ing (contracted in the Reporting Style to En-Ith). 'medicine.' The second vowel is omitted here, in order to employ the halving principle. 216, a. 'has a.' The same rule applies in joining the circle to a tick as in joining it to a stroke. 27... 3d l. 'profitable.' The second vowel is here omitted to secure the use of halving. 216, a. The Old form for this word was Per-Fet-Bel... 8th l. 'we must.' *We* determines the position of the phrase. 245. So also in the word-signs, *Wer*^l, *We are*; *Well*, *We will*; *Wem*^l, *We may*.

pulling in one's horse while he is leaping. Dr. Johnson was accustomed to attribute all his success to confidence in his own powers. It is, indeed, very often the case that the reason why so little is done, is because so little is attempted—that we do not succeed simply because we persist in standing in our own light. One step out of the way might help us, but that one step we do not take.

Application.

There is no want of desire on the part of most persons at this day to arrive at the results of self-culture, but there is a great aversion to pay the inevitable price for it, of hard work. Dr. Johnson held that “impatience of study was the mental disease of the present generation ;” and the remark is still applicable. Labor is still, and ever will be, the inevitable price set upon everything which is valuable. We must be satisfied to work energetically with a purpose, and wait the results with patience. Buffon has even said of Patience that it is Genius ; the power of great men, in his opinion, consisting mainly in their power of continuous working and waiting. All progress of the best kind is slow ; but to him who works faithfully and in a right spirit, be sure that the reward will be vouchsafed in its own good time. “Courage and industry,” says Sharp, “must have sunk in despair, and the world must have remained unimproved and unornamented, if men had merely compared the effect of a single stroke of the chisel with the pyramid to be raised, or of a single impression of the spade with the mountain to be leveled.” We must continuously apply ourselves to right pursuits, and we cannot fail to advance steadily, though it may be unconsciously. By degrees, the spirit of industry, exercised in the common forms of education, will be transferred to objects of greater dignity and more extensive usefulness. And still we must work on, for the work of self-culture is never finished. “To be employed,” said the poet Gray, “is

Notes and Questions.—7th l. ‘disease.’ What is the vowel of Ses unvocalized? 65. How may other vowels than *ô* be indicated? See ‘consist’ in 10th l. 11th l. ‘in their.’ What words may be added by lengthening a curve? 211. 14th l. ‘merely.’ A word-sign when it takes a formative to form a derivative, as *Mere* here takes *Lay* to form *Merely*, does not lose its primitive position, for upon that its legibility, in a great measure, depends. *Merely* is *Mer*¹-*Lay*, and not *Mer-Lay*¹. 261, R. 2. 15th l. ‘effect.’ Why can not *Kay* after *Ef* be shortened to add *t*? 217 and R. ‘stroke.’ How is *r* implied in this word? 171, 1. 2nd l. from bottom. ‘usefulness.’ The Old form was *Es*³-*Fel*-*Ens*. The sign for *-fulness* originated with the Hand Book.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Application.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

to be happy." "It is better to wear out than rust out," said Bishop Cumberland.

It is a mark of a short-sighted laborer to be impatient of growth. It must show itself in a sensible form, and almost at once, to satisfy him. Like little children, eager to see their seeds growing, he will pull his plants up to see what progress they are making, and so kill them. But man, who plants and sows, must wait in patience and in faith—faith in the bountiful spring, and summer, and autumn which will follow. He must sometimes even content himself with the thought that his children shall enjoy the fruits. Some young men, in one of La Fontaine's fables, ridicule an old patriarch of four score engaged in planting an avenue of young trees. The youths told him he would not live to see them as high as his head. "Well," replied the aged worker, "what of that? If their shade afford me no pleasure, it may afford pleasure to my children, and even to you, and, therefore, the planting of them affords me pleasure."

Self-Culture the best Culture

The highest and most effective culture of all resolves itself into self-culture. The education received at school and college is but a beginning, and is mainly valuable in so far as it trains us in the habit of continuous application, and enables us to educate ourselves after a definite plan and system. To enable the mind freely to exercise its powers, it is necessary, even under the most thorough system of education, that there should be occasional gaps for its free operation. Thus left in some measure to find out what it can do and what it cannot do, it will gain in strength and activity, and the evils arising from too entire dependence on the teachings of others will be in a great degree avoided. Often the best education of a man is that which he gives himself while engaged in the active pursuits of practical life. The student at Trinity College, Dublin, who called upon one of his teachers,.....

Notes and Questions.—1st l. 'to wear.' Observe that the second-place heavy-dot in the use of the twelve-vowel scheme (47) represents two vowels—as *ai* in *ail*=*āl*, and *ai* in *air*=*ær*. The different uses are distinguished the same as we distinguish between the different uses, in the ordinary spelling, of *a* in *ale* and in *care*, of *ai* as in *fail* and *fair*, *dairy*=*dāri* and *fairy*=*færi*. Our knowledge of words enables us to distinguish in these cases. So in Phonography. § 44 shows us how to distinguish between *ā* and *æ*, *e* and *é*, *a* and *ä*, or *ō* and *o*, when one sign is used for the two vowels.... 2d l. 'it is a.' 27, 4 applies to joining the circle in such a case as this, as when the two lines are consonant-signs. To turn the circle on the right and write *a* backward is awkward; or to the right, would imply an Ar-hook; and Tees-Tetoid, allowable when phrase-writing requires, is not so rapid as Tees-Ketoid.

and told him that he was leaving the university because he had "finished his education," was aptly rebuked by the remark of the professor, "Indeed! I am only *beginning* mine." Putting ideas into one's head will do the head no good, any more than putting things into a bag, unless it react upon them, make them its own, and turn them to account. "It is not enough," said John Locke, "to cram ourselves with a great load of collections; unless we chew them over again, they will not give us strength and nourishment." That which is put into us by others is always far less our own than that which we acquire by our own diligent and persevering effort. Knowledge conquered by labor becomes a possession—a property entirely our own. A greater vividness and permanency of impression is secured, and facts thus acquired become registered in the mind in a way that mere imparted information can never produce. This kind of self-culture also calls forth power and cultivates strength. The self-solution of one problem helps the mastery of another, and thus knowledge is carried into faculty. Our own active effort is the essential thing; and no facilities, no books, no teachers, no amount of lessons learned by rote, will enable us to dispense with it. Such a spirit infused into self-culture gives birth to a living teaching, which inspires with purpose the whole man, impressing a distinct stamp upon the mind, and actively promoting the formation of principles and habitudes of conduct.

The best teachers have been prompt to recognize the importance of self-culture, and of stimulating the student early to accustom himself to acquire knowledge by the active exertion of his own faculties. They have relied more upon training than upon telling, and sought to make their pupils themselves active parties to the work in which they were engaged, thus making teaching something far higher than the mere passive reception of the scraps and details of knowledge. This was the spirit in which the great Dr. Arnold worked; he strove to teach his pupils to rely upon themselves,.....

Notes and Questions.—1st l. 'beginning.' Why is a single subscript line required to be waved? 80....7th l. 'conquered.' How may *con=kong* be represented? 228, R. 1, *e*....8th l. 'a possession.' Where, with reference to Eshon, does a vowel read when written either before or after? *Ans.* Before it. 197; 198, 1. Q. Then what is the purpose of writing a vowel *after* Eshon? *Ans.* To show that it is a second- or third-place vowel, as may be required; while writing *before* signifies a first-place vowel. When Eshon is joined to a hook, there being but one place to write a vowel, vowels of whatever place have to be written there.

and to develop their own powers; himself merely guiding, directing, stimulating, and encouraging them. "I would far rather," he said, "send a boy to Van Dieman's Land, where he must work for his bread, than send him to Oxford to live in luxury, without any desire in his mind to avail himself of his advantages." "If there be one thing on earth," he observed on another occasion, "which is truly admirable, it is to see God's wisdom blessing an inferiority of natural powers when they have been honestly, truly, and zealously cultivated." Speaking of a pupil of this character, he said, "I would stand to that man hat in hand." Once at Latham, when teaching a rather dull boy, he spoke somewhat sharply to him, on which the pupil looked up in his face and said, "Why do you speak so angrily, sir? Indeed, I am doing the best I can." Years afterward, Arnold used to tell the story to his children, and added, "I never felt so much in my life: that look and that speech I have never forgotten."

Knowledge and Wisdom.

There is no more personal merit attached to the possession of natural superior intellectual powers than in the succession to a large estate. It is the use which is made of the one as of the other which constitutes the only just claim to respect. A great fund of knowledge may be accumulated without any purpose, and though a source of pleasure to the possessor, it may be of little use to any one else. It is not mere literary culture that makes a man; for it is possible to have read many books and waded through many sciences, and yet to possess no sound intellectual discipline; while others, without scholastic culture, may, by the diligent exercise of their judgment and observation, have acquired eminent mental vigor.

An often quoted expression at this day is that "Knowledge is power," but so also are.....

Notes and Questions.—1st l. 'guiding.' *Guide* might be written with *Ged*, but as in reading unvocalized Phonography *Guide* and *God* if both were written *Ged*^l, would be confusable, *Guide* is written *Gay-Dec*, and, of course, *Guiding* should be written analogously....9th l. *Ar* is used for *r* following an initial vowel when it can be conveniently written, and sometimes in derivative words, for analogy's sake, even when *Ray* would be more convenient, as in *Hereinto*, *Ar-En-Tee*; *Hear-eth*, *Ar-Ith*: but in primitive words, as *Arnold*, *Arch*, *Arge*, *Arrange*, *Ray* is used if more convenient than *Ar* for junction with the following letter.

fanaticism, and despotism, and ambition. Knowledge of itself, unless wisely directed, might merely make bad men more dangerous, and the society in which it was regarded as the highest good little better than a pandemonium. Knowledge must be allied to goodness and wisdom, and embodied in upright character, else it is not. Pestalozzi even held intellectual training by itself to be pernicious, insisting that the roots of all knowledge must strike and feed in the soil of the religious, rightly-governed will. The acquisition of knowledge may, it is true, protect a man against the meaner felonies of life; but not in any degree against its selfish vices, unless fortified by sound principles and habits. Hence do we find in daily life so many instances of men who are well-informed in intellect, but utterly deformed in character, filled with the learning of the schools, and yet possessing little practical wisdom, and offering examples rather for warning than imitation.

The possession of a library, or the free use of it, no more constitutes learning than the possession of wealth constitutes generosity. The possession of the mere materials of knowledge is something very different from wisdom and understanding, which are reached through a higher kind of discipline than that of reading.

“ Knowledge dwells
In heads replete with thoughts of other men ;
Wisdom, in minds attentive to their own.
Knowledge, a rude unprofitable mass,
The mere materials with which wisdom builds,
Till smoothed and squared, and fitted to its place,
Does but encumber whom it seems to enrich.”

The multitude of books which modern readers wade through may produce distraction as much as culture,.....

Notes and Questions.—1st l. ‘despotism.’ What vowel is omitted from this word? *A.* *i.* *Q.* Why? *A.* To allow of shortening to add *t*, 216, *a*; 239....2d l. ‘highest.’ 146, *R.* 3....3d l. ‘must be.’ In what cases may *t* be omitted? 236, 3.... Why, in this phrase, is *be* taken out of its separate position? *A.* Because *Must*, in accordance with the general rule of phrase-position, determines the the position. 245. ‘goodness,’ a derivative word-sign, is formed, in accordance with the rule, by adding, by *En-Iss*, the formative *-ness*. p. 1. 145, *R.* 5. ‘embodied.’ Why is *Ded* written above the line? 219. 1....4th l. ‘intellectual.’ What consonant is omitted from this word? 236, 4. and example *L.* Give some other words from which *l* is omitted. *A.* *Intelligent*, *Ent-Jent*²; *Intelligence*, *Ent-Jens*²; *Knowledge*, *En-Jay*², *i. e.*, *Inte’j-ent*, *Inte’j-ence*, *No’j*....11th l. ‘constitutes.’ Why is this word written above the line? *A.* In accordance with 219, 1, its accented syllable, *con* containing a first-place vowel.

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the process leaving no more definite impression upon the mind than gazing through the shifting forms of the kaleidoscope does upon the eye. Reading is often but a mere passive reception of other men's thoughts, there being little or no active effort of the mind in the transaction. Then how much of our reading is but the indulgence of a sort of literary epicurism, or intellectual dram-drinking, imparting a grateful excitement for the moment, without the slightest effect in improving and enriching the mind or building up the character. Thus many indulge themselves in the conceit that they are cultivating their minds, when they are only employed in the humbler occupation of killing time, of which, perhaps, the best that can be said is that it merely keeps them from doing worse things.

Mr. Carlyle, when applied to by a young friend for advice as to the books he was to read, wrote to him as follows: "It is not by books alone, nor by books chiefly, that a man becomes in all parts a man. Study to do faithfully whatsoever thing in your actual situation, there and now, you find either expressly or tacitly laid to your charge; that is your post; stand to it like a true soldier. A man perfects himself by work much more than by reading. They are a growing kind of men that can wisely combine the two things—wisely, valiantly can do what is laid to their hand in their present sphere, and prepare themselves withal for doing other wider things, if such lie before them."

It is also to be borne in mind that the experiences gathered from books, though often valuable, is but of the nature of *learning*, whereas the experience gained from actual life is of the nature of *wisdom*, and a small store of the latter is worth vastly more than any stock of the former. Lord Bolingbroke truly said that "Whatever study tends neither directly nor indirectly to make us better men and citizens is at best but a specious and ingenious sort of idleness, and the knowledge we acquire by it only a creditable kind of ignorance and nothing more."

Notes and Questions.—1st l. process." Why is not *ê* written in the large circle? *A.* Because the circle of itself represents a syllable *ses, zes, sez, or zez* containing the vowel *ê*. 'kaleidoscope.' The unaccented vowel (239, 2) is omitted here, so that *d* may be expressed by shortening....2d l. 'of other men's.' Why is *Of* here brought down from its separate position? *A.* So that *Other* may be in its position. 246, 1. 'being.' Why is it not necessary to vocalize this word? *A.* Because it is a derivative from the sign-word *Be*, and all that is required to make *Being* is to add to *Bec*², for *Be*, the formative *Ing*.

Useful and instructive though good reading may be, it is yet only one mode of cultivating the mind, and is much less influential than practical experience and good example in the formation of character. There were wise, valiant, and true-hearted men bred in England long before the existence of a reading public. Magna Charta was secured by men who signed the deed with their mark. Though altogether unskilled in the art of deciphering the literary signs by which principles were denominated upon paper, they yet understood and appreciated, and boldly contended for the things themselves. Thus the foundations of English liberty were laid by men who, though illiterate, were nevertheless of the very highest stamp of character. And it must be admitted that the chief object of culture is, not merely to fill the mind with other men's thoughts, and to be the passive recipient of their impressions of things, but to enlarge our individual intelligence, and render us more useful and efficient workers in the sphere of life to which we may be called.

Discipline of Life and Action.

It is not how much a man may know that is of so much importance as the end and purpose for which he knows it. The object of knowledge should be to mature wisdom and improve character, to render us better, happier, and more useful — more benevolent, more energetic, and more efficient in the pursuit of every high purpose in life. We must ourselves be and do, and not rest satisfied merely with reading and meditating over what other men have written and done. Our best light must be made life, and our best thought action. The humblest and least literate must train his sense of duty, and accustom himself to an orderly and diligent life. Though talents are the gift of nature, the highest virtue may be acquired by men of the humblest abilities, through careful self-discipline. At least we ought to be able to say, as Richter did, "I have made as much out of myself as could be made of the stuff, and no man should require more." It is

Notes and Questions.—3d l. 'long.' 156, 2. El is here used to avoid the angle which would be required with the use of Lay. But for that, Lay would be employed, as usually, for initial l...4th l. 'altogether.' In accordance with the permission of 229, the word sign for *All* is used for the prefix *al=ol* in *Altogether*. This word was formerly written *Bedoidl:Gay2*, but there is nothing to prevent joining the letters. 229, R. 1. What is the position of word-signs when used as prefix-signs? 229, R. 1. What one may be adapted to the position of the remainder of the word?

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Discipline of Life and Action.

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Handwritten musical notation on a three-staff system, featuring various notes, rests, and clefs.

2 Self-Discipline and Self-Respect.

The image shows a page of handwritten musical notation. At the top, the number '2' is written, followed by the title 'Self-Discipline and Self-Respect.' in a cursive script. Below the title, there are several lines of musical notation. The notation includes various notes, rests, and bar lines, with some numbers (1, 2, 3, 4, 5, 6) written above the notes, possibly indicating fingerings or measures. The handwriting is fluid and appears to be a personal or working draft.

Handwritten musical notation on a five-line staff, featuring various notes, rests, and dynamic markings. The notation is written in a cursive, handwritten style. The staff contains several measures of music, including notes with stems, rests, and dynamic markings such as f (forte) and p (piano). The notation is written in a cursive, handwritten style.

every man's duty to discipline and guide himself, with God's help, according to his responsibilities, and the faculties he is endowed with. Guided by the good example and the good works of others, we must yet rely mainly upon our own inward efforts, and build upon our own foundations.

Self-Discipline and Self-Respect.

Self-discipline and self-control are the beginnings of practical wisdom, and these must have their root in self-respect. Hope springs from it—hope, which is the companion of power, and the mother of success; for, whoso hopes strongly has within him the gift of miracles. The humblest may say, “To respect myself, to develop myself—this is my true duty in life. An integral and responsible part of the great system of society, I owe to society and to its author not to degrade nor destroy my body, mind, nor instincts. On the contrary, I am bound to the best of my power to give those parts of my nature the highest degree of perfection possible. I am not only to suppress the evil, but to evoke the good elements in my nature. And as I respect my own nature, so am I equally bound to respect others, as they on their part are bound to respect me.” Hence mutual respect, justice, and order, of which law becomes the written record and guarantee.

Self-respect is the noblest garment with which a man may clothe himself—the most elevating feeling with which the mind can be inspired. One of Pythagoras's wisest maxims, in his *Golden Verses*, is that in which he enjoins the pupil to “reverence himself.” Borne up by this high idea, he will not defile his body by sensuality, nor his mind by servile thoughts. This sentiment carried into daily life, will be found at the root of all the virtues—cleanliness, sobriety, chastity, morality, and religion. “The pious and just honoring of ourselves,” said Milton,.....

Notes and Questions.—2d l. ‘guided.’ Why is Ded of this word written in the first position, *i. e.*, above the line? 219, 1. When the first or only sloping or perpendicular consonant of a word is half-length, where is that stroke written if the accented vowel of the word is first-place? Where, if the accented vowel is second- or third-place? ...3d l. Where should Bled for *Build* be written? If above the line, *i. e.*, in the first position, why? Where should Bend for *Bound* be written? If on the line, why? Why should ĩ-Est for *Highest* be written above the line? Why should Bend for *Bend* be written on the line? Where should be written the first letter (Let) of *Little*? Of *Lately*?

may be thought the radical moisture and fountain-head from whence, every laudible and worthy enterprise issues forth." To think meanly of one's self is to sink in one's own estimation as well as in the estimation of others, and as the thoughts are, so will the acts be. A man can not live a high life who grovels in a moral sewer of his own thoughts. He can not aspire, if he look down; if he will rise, he must look up. The very humblest may be sustained by the proper indulgence of this feeling, and poverty itself may be lifted and lighted up by self-respect. It is truly a noble sight to see a poor man hold himself upright amid all his temptations, and refuse to demean himself by low actions.

Knowledge is Power

It is not necessary that we should insist on the uses of knowledge as a means of "getting on" in life. This is already sufficiently taught by obvious self-interest; and it is beginning to be pretty generally understood that self-culture is one of the best possible investments of time and labor. In any line of life, intelligence will enable a man to adapt himself more readily to circumstances, suggest to him improved methods of work, and render him more apt, skilled, and effective in all respects. He who works with his head as well as his hands, will come to look at his business with a clearer eye, and he will become conscious of increasing power, perhaps the most cheering consciousness the human mind can cherish. The power of self-help will gradually grow, and in proportion to a man's self-respect will he be armed against the temptation of low indulgences. Society and its action will be regarded with quite a new interest, his sympathies will widen and enlarge, and he will be directed to work for others as well as for himself.

Notes and Questions.—1st l. 'modern.' 239, 2....2d l. 'meanly.' 239, 2. 'estimation.' Why does Est rest on the line? 219, 2. 'of others.' *Of* is here brought a little below its separate position so that *Others* may also be in *its* position. So long as a word of the first-position is above the line of writing—that is, does not come down to the line—it is in the first position. This permits elevating and depressing a word of the first position so as to allow a following joined word to occupy *its* position also. Both words occupying their position, the phrase is more legible than it would be otherwise. But observe that it would not be convenient to raise and depress such words as *By*, *Beet*, *Each*, *Chay*¹, but only horizontal words, or dash or tick word-signs, as *Bedoid*¹, *All*, *Chetoid*¹, *On*. 246. The former signs, in their natural position, are too near the line to admit practically of depression, and raising them sufficiently for any purpose of distinction would be inconvenient, and destroy lineality of writing.

Self-culture may not, however, end in eminence, such as we have briefly described in the numerous illustrious instances of self-raised individuals above-cited. The great majority of men in all times, however enlightened, must necessarily be engaged in the ordinary avocations of industry, and no degree of culture which can be conferred upon the community will ever enable them—even were it desirable, which it is not—to get rid of the daily work of society, which must be done. But this, we think, may also be accomplished. We can elevate the condition of labor by allying it to noble thoughts, which confer grace upon the lowliest as well as the highest rank; for, no matter how poor or humble a man may be, the great thinker of this and other days may come and sit down with him, and be his companion for the time, though his dwelling be the meanest hut. It is thus that the habit of well-directed reading may become a source of the greatest pleasure and self-improvement, and exercise a gentle coercion, with the most beneficent result, over the whole tenor of a man's character and conduct. And even though self-culture may not bring wealth, it will, at all events, give us the good company of elevated thoughts. A nobleman once contemptuously asked of a sage, "What have you got by all your philosophy?" "At least I have got society in myself," was the wise man's reply.

But many are apt to feel despondency, and to become discouraged in the work of self-culture, because they do not "get on" in the world so fast as they think they deserve to do. Having planted their acorn, they expect to see it grow into an oak at once. They have, perhaps, looked upon knowledge in the light of a marketable commodity, and are consequently mortified because it does not sell as they expected it would do.

Notes and Questions.—1st l. 'self-culture.' How might $y\bar{u}=y\bar{o}o$ have been written otherwise than through Ter? 169, 4. Why is it written through Ter? 'eminence.' The briefest expression of the consonants of this word is Men-Eus; and since this form fulfills all the other requirements of phonographic orthography, it must be taken as the best outline. The Old outline was Em-En-Ens, 'describe 1.' What consonant is omitted in the engraved form of this word? 171. R. 3: 236, 4, Example R... 16th l. 'and to.' The engraving here illustrates a *theoretical*, and what is generally an *easy practical* distinction between *Ticks* and *Dashes*. A *Dash* is longer than a *Tick*. A good phonographer without apparent effort distinguishes one from the other by *length*, though it is by no means necessary for legibility to do so. With the proper standard for a full length, you may readily distinguish from it the *Half-Lengths*, the *Dashes* (*Quarter-Lengths*) and the *Ticks* (*Eighth-Lengths*).

Low View of Knowledge.

To regard self-culture either as a means of getting past others in the world, or of intellectual dissipation and amusement rather than as a power to elevate the character and expand the spiritual nature, is to place it on a very low level. It is doubtless most honorable for a man to labor to elevate himself and to better his condition in society, but this is not to be done at the sacrifice of himself. To make the mind the mere drudge of the body is putting it to a very servile use; and to go about whining and bemoaning our pitiful lot because we fail in achieving that success in life, which, after all, depends rather upon habits of industry and attention to business details than upon knowledge, is the mark of a small, and often of a sour mind. Such a temper can not better be dealt with than in the words of Robert Southey, who thus wrote to a friend who sought his counsel: "I would give you advice if it could be of use, but there is no curing those who choose to be diseased. A good man and a wise man may at times be angry with the world, at times grieved for it, but be sure no man was ever discontented with the world, if he did his duty in it. If a man of education, who has health, eyes, hands, and leisure, wants an object, it is only because God Almighty has bestowed all those blessings upon a man who does not deserve them."

Samuel Smiles.

The telescope of Galileo was but one inch in diameter, and magnified objects but thirty times. Yet with this small instrument, he discovered the face of the moon to be full of inequalities, like mountains and valleys; the spots on the sun; the phases of Venus; the satellites of Jupiter; and thousands of new stars in all parts of the heavens. It is said that the original telescope constructed by Galileo is still preserved in the British Museum. A pigmy, indeed, in its way, but the honored progenitor of a race of giants.

Burritt.

Notes and Questions.—1st l. 'intellectual.' What consonant is omitted here? 236, 4, Example *L*. Why is *ā* put nearer *El* than *yōō* is? 99. See 'power' in 2d line.... 2 l. 'spiritual.' 221, R. 2; p. 142, R. 5.... 3d l. 'doubtless.' *Els* is here used instead of *Lays*, in order to permit the insertion of *ou*. Orth 3, 2. This is a violation of *Analogy* for the greater requirement of *Vocalization* and *Speed*. In the Reporting Style, where the position (*Det^s*) compensates for vocalization, *Lays* may be used for *less* in most other words,

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Trayer in Summer

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A PRAYER IN SUMMER.

Father, my sad soul is praying
 Its most fervent prayer
 Very soft—but *Thou* wilt hear it
 Part the perfumed air,—
 For I know by this great glory,
 Thou art everywhere!

All the beauty-clouds that hold Thee
 In their bosoms white—
 All the halo of the heavens,
 Circling Thee with light—
 Can not hide Thee, O my Father!
 From my tear-dimmed sight;—

For I see Thy *greatness* guiding
 All the lightning's powers;
 And Thy *goodness*, falling, falling,
 With the summer showers;
 And Thy *tenderness* upgushing
 Through the bloom of flowers;—

And I can not help adoring,—
 Can not if I would;
 And I can not cease to worship
 Such infinitude;
 And I can not chose but love Thee,
 Beautiful, all-good!

O, it seemeth I can never,
 Never love Thee more!
 But I know I shall keep loving
 Better than before,
 Through the summers that are coming
 When this passeth o'er;—

Notes and Questions.—1st col., 2d l. 'fervent.' 239, R. 2. 'prayer.' Observe that the second-place heavy dot has here the sound of *ai* in *air*, *i. e.*, precisely *â* (as in *at*) prolonged. Not that some do not say *prâr* or *praêr* (*ê* being *ê* prolonged). But the general pronunciation for *prayer*, a supplication, is 'prær,' while *prayer*, a supplicant, is 'prâer.'

Through the blissful summers coming,—
 Even now so nigh,—
 I can almost see them blooming
 Through the purple sky,—
 I can almost see them blooming
 With my mortal eye.

When these flowers turn pale with dying,
 And their leaves wax old,—
 When the slighting winter cometh,
 With its frost and cold,—
 Take me, take me, O, my Father,
 To the upper fold !



Send to me my sweet-browed angels,
 Through the amber door ;
 Let me hear their white feet patter
 O'er the star-gemmed floor ;
 I have heard them through my sobbing
 Many a time before,—


Since they went away so happy,
 (O, those childhood times !)
 Since they went away so happy,
 Past the church-bell chimes,
 Through the crimson-flooded sunse
 To serenèr climes,—

To the shore where grief's black billows
 Never break and roll,—
 Where no canker-worm of sorrow
 Eats into the soul,
 Through the beating breast that bears it
 From its yearned-for goal.

Father, I have grown so weary !
 I am sick with woe ;
 I would walk the quiet pathway
 Where the tired ones go,
 I would shut the door of amber
 On the dark—below !

Notes.—1st col., 6th l. 'mortal.' Since Mert-Lay is the briefest outline for this word, and *Immortal* also, and complies with other orthographic requirements, it must be adopted instead of the Old outline, Em-Ret El. See Examples of Orthographical Parsing, in *Phonographie Orthographer*, §§ 14 ; 15 ; 16.

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Kate E. P. Hill.

Honest Poverty~

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I would sleep away my anguish,
 Buried deep in flowers ;
 I would wake among my angels,
 In Elysian bowers,—
 In the wild woods of the blessed,
 Far away from ours !

Kate E. P. Hill.

HONEST POVERTY.

Is there, for honest poverty
 Wha hangs his head, and a' that ?
 The coward slave, we pass him by ;
 We dare be poor for a' that.
 For a' that, and a' that,
 Our toils obscure, and a' that,
 The rank is but the guinea stamp,—
 The man's the gowd for a' that.

What though on hamely fare we dine,
 Wear hoddin gray, and a' that ;
 Gie fools their silks, and knaves their wine,—
 A man's a man for a' that.
 For a' that, and a' that,
 Their tinsel show, and a' that ;
 The honest man, though e're sae poor,
 Is king o' men for a' that.

You see yon birkie ca'd a lord,
 Wha struts, and stares, and a' that,—
 Though hundreds worship at his word,
 He's but a coof for a' that ;
 For a' that, and a' that,
 His riband, star, and a' that ;
 The man of independent mind,
 He looks and laughs at a' that.

Notes and Questions.—1st col., 9th l. 'obscure.' What is implied by turning the circle on the right-hand side of Bee? 171, 3 ; 173....11th l. 'man's' Vocalized to show the Scottish pronunciation, namely, with ä instead of ä....2d col., 1st l. 'elysian.' Why is the hook made heavy? 12th l. 'he's.' If Hays were not vocalized, it would be read *He is*.

A prince can make a belted knight,
 A marquis, duke, and a' that ;
 But an honest man's aboon his might,—
 Guid faith he maunna fa' that !
 For a' that, and a' that,
 Their dignities, and a' that ;
 The pith o' sense, and pride o' worth,
 Are higher ranks than a' that.

Then let us pray that come it may,—
 As come it will for a' that,—
 That sense and worth, o'er a' the earth,
 May bear the grec, and a' that.
 For a' that, and a' that,
 It's coming yet for a' that,—
 When man to man, the world o'er,
 Shall brothers be for a' that !

Robert Burns.

WONDERFUL POWERS OF LANGUAGE.

Common reading and writing - that is, in a word, the use of language as a system of visible and audible signs of thought - is the great prerogative of our nature as rational beings. When we have acquired the mastery of this system of audible and visible signs, we have done the greatest thing, as it seems to me, as far as intellect is concerned, which can be done by a rational man. It is so common that we do not much reflect upon it; but like other common things, it hides a great mystery of our nature.

When we have learned how, by giving an impulse with our vocal organs to the air, and by making a few blank marks on a piece of paper, to establish a direct sympathy between our invisible and spiritual essence and that of other men, so that they can see and hear what is passing in our minds just as if thought and feeling themselves were visible and audible - not only so, when in the same way we establish a communication between mind and mind in ages and countries the most remote, - we have wrought a miracle of human power and skill, which I never reflect upon without awe. The press, the electric telegraph, [and Phonography] are only improvements in the mode of communication. The wonderful thing is, that the mysterious significance of thought, the invisible action of spirit, can be embodied in signs and sounds addressed to the eye and ear.

Edward Everett.

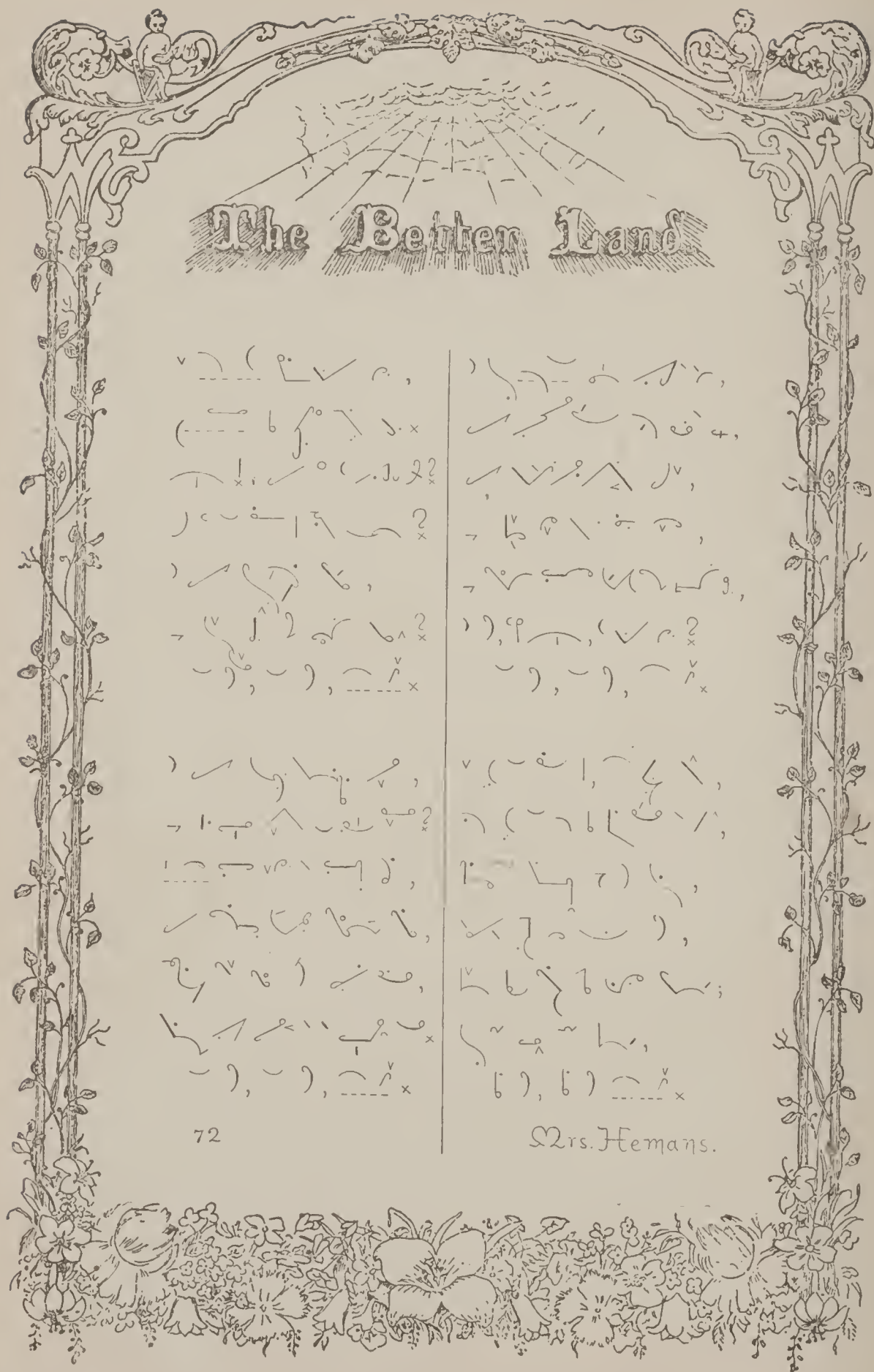
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Robert Burns

Wonderful Powers of Language.

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Everett.



The Better Land

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.

THE BETTER LAND.

I hear thee speak of the Better Land,
Thou callest its children a happy band.
Mother! O where is that radiant shore?
Shall we not seek it and weep no more?
Is it where the flower of the orange blows,
And the fireflies dance through the myrtle bows?
Not there, not there, my child.

Is it where the feathery palm-trees rise,
And the date grows ripe under sunny skies?
Or midst the green islands of glittering seas,
Where fragrant forests perfume the breeze,
And strange bright birds, on their starry wings,
Bear the rich hues of all glorious things?
Not there, not there, my child.

Is it far away in some region old,
Where the rivers wander o'er sands of gold,
Where the burning rays of the ruby shine,
And the diamond lights up the secret mine,
And the pearl gleams forth from the coral strand,—
Is it there, sweet mother—that Better Land?
Not there, not there, my child.

Eye hath not seen it, my gentle boy,
Ear hath not heard its deep songs of joy;
Dreams cannot picture a world so fair,
Sorrow and death may not enter there;
Time does not breathe on its fadeless bloom;
Far beyond the clouds and beyond the tomb,
'Tis there, 'tis there, my child.

Mrs. Hemans.

Concluding Advice.—If the pupil has read and copied several times each page of this Reader, he will be prepared to learn the Reporting Style, and may commence the study of the Second Reader, in accordance with its directions. The use of repeated reading and copying is to familiarize the forms both to the eye and hand. Until you have mastered the Art, give it some attention *daily*—at least, avoid long intermissions in your phonographic studies. *Labor overcomes every obstacle.* PERSEVERE.

NOTES AND REFERENCES.

PREFATORY REMARKS. The First Standard-Phonographic Reader is designed for reading, after the pupil has studied the Compendium from § 1 to § 255, in connection with the Reading and the Writing Exercises of the Hand-Book. The present Reader is the third of a series of phonographic text-books which comprises the following works.—I. *The Synopsis of Standard Phonography*, presenting the general principles of the art, as a useful preparation for acquiring a minute and thorough knowledge of the art, by the study of—II. *The Hand-Book of Standard or American Phonography*, presenting in a scientific form the general principles of Phonography and classifying its particulars. III. *The First Standard-Phonographic Reader*, comprising many of the best selections of English literature, beautifully stereographed in the Corresponding Style, with occasional illustrations, with interpaged key, and with notes and references. IV. *The Second Standard-Phonographic Reader*, stereographed in the Reporting Style, and accompanied by a Key, and by Notes and References. V. *The Standard-Phonographic Dictionary*, presenting the forms for about 60,000 words and about 60,000 phrases; being an invaluable work for the writer of either the Corresponding or the Reporting Style. These works, it is thought, furnish every desirable facility for the acquisition of a thoroughly practical knowledge of the useful, entertaining, and refining art of Phonetic Shorthand in its best form. They also lay a solid foundation for a Phonographic Literature which is being produced in the very best style, in respect of artistic execution; and which, in respect of intellectual and moral character, will attract, inform, and improve the mind.

In the following notes and references, please observe—

1. That the DOUBLE-LINE FIGURES, at the left of the following pages (76 82), as 5, 6, 7, 8, 9, on p. 76, refer to the engraved pages numbered 5, 6, 7, 8, etc.

2. That the SMALL FIGURES, (1, 2, 3, etc.) corresponding to small figures near words in the engraved pages, are coupled with notes and references, the references unless otherwise specified, being to the Compendium, Part II of the Hand-Book; as in page 76, the figures “1117, 4” in “Engraved Page 5” paragraph, signifies that, *As to the word marked by the small figure 1 on the engraved “p. 5.” See Hand Book § 117, 4.*

If the student would make sure and rapid progress, let him make every indicated reference to the principles of the Hand-Book, though the same reference may have been made a hundred times previously.

This frequent referring will impress the principles indelibly upon the memory

When the Reader is read in class, the teacher should examine the pupils as to the principles involved in the exercise, somewhat as a grammar-class would be examined in syntactical principles.

It is very desirable and useful, with a view to becoming a good phonographic penman, that portions of the Reader should be repeatedly copied by the student.

ENGRAVED

PAGE ¹ 117, 4. ² 60 ; 219, 1. ³ 'hopes'—38, 2 ; p. 142, R. 5.

5 ⁴ 'who've'—201, R. 4. ⁵ 'in their'—211. ⁶ 'season'—65, *b* ; 66, 3. ⁷ 'foretold'—p. 113, R. 9, *d*.

6 ¹ 'and mine'—71 ; 246, 2. ² 'profit'. ³ 152, 2, *b*. ⁴ 'useful'—p. 142, R. 5. ⁵ 'can be'—242 ; 245. ⁶ 'you will'—245 ; 244, R. 3, (1). ⁷ 'ordinarily'. ⁸ 'and how'—71 ; 246, 2. ⁹ 'It is not the'—242 ; 245 ; 70. ¹⁰ 'have not'—245. ¹¹ 'a pitiful ambition, that of the omnivorous reader.' ¹² 'and who'—71 ; 246, 2.

7 ¹ 'a second-hand.' ² 'being'—a derivative word-sign—p. 142, R. 5. ³ 'and be'—71 ; 246, 2. ⁴ 'I do not'—103 ; 246, 1. ⁵ 'and those'—71 ; 246, 2. ⁶ 'and thought'—71 ; 246, 2. ⁷ 'Haller.' ⁸ 'two-fold.' ⁹ 'materials'—209, R. 1. ¹⁰ 'for his'—p. 142, R. 7 ; 244, R. 3, (5). ¹¹ 'of his'—p. 142, R. 7 ; ¹² 'a mere.' ¹³ 'an invaluable'—p. 142, R. 5.

8 ¹ 'you have'—245 ; 244, R. 3, (1). ² 'if they are'—211 ; 209. ³ 'of its'—246, 1. ⁴ 'will be'—245. ⁵ 'upon it'—245 ; 244, R. 3, (5). ⁶ 'for the'—70. ⁷ 'has been'—245. ⁸ 'so that the'—245 ; 244, R. 3, (2). ⁹ 'to his'—p. 142, R. 7 ; 244, R. 3, (5). ¹⁰ 'Richter's'—p. 211, No. 66 ; p. 206, No. 66 ; p. 205, § 20, R. 1, *c*. ¹¹ 'and he was.' ¹² 'derived.' ¹³ 'without which'—245 ; 244, R. 3, (5).

9 ¹ 70. ² 'of my'—242 ; 244, R. 3, (5) ; 245. ³ 'childhood'—168—9 ; 219, 1. ⁴ 219, 1. ⁵ 153, 2 ; 53. ⁶ 152, 1. ⁷ 53 ; Orth., 3, 1. ⁸ 124, 2. ⁹ 'and every'—71 ; 246, 2. ¹⁰ 'and the'—71 ; 245, R. 1. ¹¹ 53 ; 156, R. 1. ¹² 207 ; 209. ¹³ 153 ; 1. ¹⁴ 149, 4. ¹⁵ 27, 4. ¹⁶ 201, R. 1. ¹⁷ 212, R. 2. ¹⁸ 152, 1. ¹⁹ 229, R. 1.

10 ¹ 52. ² 64. ³ 168; 169, 3. ⁴ 219, 1. ⁵ 220, *a*; 236, 1. ⁶ 168; 169, 1, *a*; 219, 1. ⁷ 153, 2. ⁸ 152, 2. ⁹ 232, R. 3. ¹⁰ 117, 3. ¹¹ 'my father's'—244, R. 3, (2). ¹² 64. This rule requires the primitive word *sigh* to be written with Es. Of course, *sighs* should be written by merely adding Iss. See Orth., 6 and 7. ¹³ 37, R. 1. ¹⁴ 229, R. 1 and 2. ¹⁵ 'inconceivable'—228, R. 11. ¹⁶ 'always on-the eve and on-the morrow'—229, R. 2, *b*. ¹⁷ 156, 2. ¹⁸ 40, R. 2; p. 142, R. 5; 178, R. 1. ¹⁹ 63, *b*, 1. ²⁰ 236, 3, *b*. ²¹ 124, 1.

11 ¹ 117, 3. ² 153, 1. ³ 'by his'—252, R. 7. ⁴ 240, R. 1. ⁵ 'a valuable'—71; 252, R. 5. ⁶ 171, R. 3; 236, 4. ⁷ 219, 2. ⁸ 246, 1. ⁹ 114.

12 ¹ 'useful'—40, R. 2. ² 213, R. 1; 220. ³ 'uncommon'—252, R. 5, *b*. ⁴ 'should be'—72, *b*. ⁵ 212, R. 6. ⁶ 'higher'—102, R. 2; 146, R. 3.

13 ¹ 'creation'—136. ² 'to-night'—229. ³ 'I did'—103.

14 ¹ 220, *b*, 2; 220, R. 2; Orth., 5, R. 1, *b*. ² 'whate'er's'—229. The word-sign for *what* is here used as a prefix-sign. ³ 148, 3, *b*, and R. 2. ⁴ 'diseases'—65, *b*. ⁵ Part IV., p. 23, § 31. ⁶ 240, 2. ⁷ 'as well as'—244, R. 3, (2). ⁸ 'and they will'—71. ⁹ Orth., 6 and 7. ¹⁰ 171, *a*, 2.

15 ¹ 153, 2. ² 153, 1. ³ 156, 2. ⁴ 240, 2. ⁵ 240, 1. ⁶ 'from his'—252, R. 7, *a*. ⁷ 'sail their'—211. ⁸ 52. ⁹ 169, 3. ¹⁰ 113. ¹¹ 'encumbered'—228, R. 1, *a* and *c*. ¹² 218. ¹³ 219, 1. ¹⁴ 207, R. 5. ¹⁵ 'numberless'—252, R. 5.

16 ¹ 103. ² 117, 3. ³ 'against the'—187, R. 1, *a*. ⁴ 60. ⁵ 'insult'—174, 2. ⁶ 'as if'—246, 4. ⁷ 'for their own'—211 and R. 1.

17 ¹ 103. ² 'as well'—244, R. 3, (6).

18 ¹ 'ugh!'—51, R. 4. ² 103. ³ 'as much as'—244, R. 3, (6); 246. ⁴ 'you can go'—244, R. 3, (1 and 3). ⁵ 240, 1. ⁶ 'to have'—201, R. 4.

19 ¹169, 3. ²'didn't'—217. ³p. 142, R. 7, *a*. ⁴Bleft is used as the outline for either belūv'ed or belūvd, the same as *beloved* in the common spelling. ⁵103. ⁶'couldst'—252, R. 5. ⁷63, *b*, 1. ⁸245. ⁹240, 1. ¹⁰219, 1. ¹¹'her' here probably refers to "Celestial Love" in the preceding paragraph. ¹²53. ¹³219, 2.

20 ¹165. ²64. ³236, 3; 244, R. 3, (2). ⁴136. ⁵103. ⁶'on his'—252, R. 7, *a*. ⁷217. ⁸60. ⁹'of my'—244, R. 3, (5); 245. ¹⁰'methought'. ¹¹166, *b*; 171, 2. ¹²156, 2. ¹³'as it is'—252, R. 7, *a*. ¹⁴'and thou wilt.' ¹⁵146, R. 3. ¹⁶'pure' is written with Pec-Ray, in violation of a general rule (152, 2), to distinguish it in unvocalized writing from 'poor' (Pee-Ar). ¹⁷'want of the self-consuming'—p. 113, R. 14, *c*. ¹⁸103.

21 ¹191, R. 3, *b*. ²207, R. 5. ³'from which the'—244, R. 3, (5). ⁴136. ⁵217. ⁶'and are'—71. ⁷'and sustaining the'—113. ⁸220, *b*, 3.

22 ¹59. ²Saardam.' ³244, R. 3, (1); 245. ⁴169, 4. ⁵219, 1. ⁶171, 2. ⁷169, 1, *c*. ⁸'being'—40, R. 2; p. 142, R. 5. ⁹156, 2. ¹⁰232, 5. ¹¹'assured.' ¹²219, 2.

23 ¹'on my'—244, R. 3, (5); 245. ²p. 142, R. 5. ³219, 1. ⁴Orth., 7, R. 1. ⁵'you will be.' ⁶156, 2. ⁷'in my'—244, R. 3, (5); 245.

24 ¹244, R. 3, (5). ²p. 142, R. 7, *a*. ³244, R. 3, (2); 245. ⁴'where's'—44, 2; 148, 3, *b* and R. 2, *a*. ⁵'you will have been the'—244, R. 3, (1 and 3); 249.

25 ¹'I was made a'—244, R. 3, (1 and 3). ²149, R. 2. ³244, R. 3, (5). ⁴'might be the.'

26 ¹228, R. 10. ²103. ³'I thank you.' ⁴'and so.' ⁵156, 2. ⁶'I can'—103; 245. ⁷'overhauled'—229 and R. 1. ⁸'wanted'—a derivative sign-word—p. 142, R. 5. ⁹El is here used instead of Lay for convenience of vocalization; Orth. 3, 2. ¹⁰'she has'—p. 142, R. 7, (*a*). ¹¹'I give you.'

27 ¹'that this is the.' ²156, R. 1, (*b*). ³148, R. 1. ⁴'you are'—37, R. 2, (*c*). ⁵'as if'—244, R. 3, (6); 246, 4. ⁶'court-martial.' ⁷'what does it.'

28 ¹153, 5, *a*. ²'I want'—103. ³'and see the'—71; 246, 2.

29 ¹'does not.' ²'in their'—211. ³'materials'—210, R. 1. ⁴212, R. 6. ⁵'love their'—211. ⁶112, R. 1, *b*. ⁷'and it might be.' ⁸'beings'—40, R. 2. ⁹'Boulevards,' Burlevårdz, or, as a French word, Burlevår. ¹⁰'promenading' (see Webster's Dictionary)—220; 217. ¹¹'those who would.' ¹²156, 2. ¹³232, 2 R. 3, *c*. ¹⁴'which have been'—201, R. 4. ¹⁵'from their'—211. ¹⁶136. ¹⁷'thus is'—p. 143, R. 7, *b*.

30 ¹'reminded.' Orth. § 7, 1. ²65; 66, 2. ³'companions.' Pee-Nens (not Pen-Ens), because of 'company,' Pee-En. Orth. 7, 1.

31 ¹'above the.' See Standard-Phonographic Dictionary under ABOVE. ²'on their'—72, *b*. ³'in my.' ⁴'but of'—201, R. 4. ⁵'and of a'—201, R. 4. ⁶'I wished.' ⁷232, 14. ⁸228, R. 1, *e*.

32 ¹'intrepidity'—208, *b*. ²27, R. 4. ³'entrance'—208, *b*.

33 ¹156, 1, *b*; 53. ²114, R. 1. ³'of such a.' ⁴'which made.' ⁵124, 2; 120, R. 2, *a*. ⁶'there was no.' ⁷146, R. 3. ⁸'we were.'

34 ¹'suit' (sūt). "This is sometimes pronounced as a French word, *swēt*; but in all its senses this is the same [as the French *suite*], and the affectation of making it French in one use, and English in another, is improper, not to say ridiculous."—Webster's Unabridged Dictionary, under SUIT, *n*, No. 4. ²'eldest.' ³236, 3 *b*. ⁴'in spite.' ⁵'cauldron'—208, *b*. ⁶'I trod.' ⁷'I will not.' ⁸'occasionally.' See Standard-Phonographic Dictionary, under ANCIENT. ⁹'disasters'—171, 2. ¹⁰112, R. 1, *a*.

35 ¹'from their'—211. ²'on my.' ³240, 1. ⁴'mistook'—236, 236, 3. ⁵'unused'—p. 142, R. 5. ⁶'quarters.'

37 ¹'to have an'—201, R. 4. ²'he has been.' ³246, 1. ⁴'Said,' pronounced si'id—98, ahī. ⁵'Louis'—98, ōōī.

38 ¹ 'in comparison'—p. 112, R. 7. ² 'that which has been.'
³ 'overpowers'—229 and R. 1, *a*.

39 ¹ 'so great.' ² 'an hour.' ³ 'interval'—p. 113, R. 10, *b*.
⁴ 'on your'—72, *b*. ⁵ 'onward'—p. 144. ⁶ 'on the other.'

41 ¹ 'former'—164. ² 'out of'—201, R. 4. ³ 'in considering
the'—p. 112, R. 7. ⁴ 'that it was very great.' ⁵ 'that this is
not the.' ⁶ 'we have been'—249. ⁷ 'Alpha Centauri.' ⁸ 'of those
that are.' ⁹ 'that are'—37, R. 2, *c*. ¹⁰ 'that we.' ¹¹ 'interval'—p.
113, R. 10, *b*.

42 ¹ 'objects'—142, R. 1. ² 'Lord Rosse.' ³ 'so many'—244,
R. 3, (2). ⁴ 'of those which are.' ⁵ 'as far as the'—246, 4.
⁶ 'might have.' ⁷ 'on our.' ⁸ 'stratum,' strāt-ŭm (Webster, strā-
tŭm).

43 ¹ 'vastness'—236, 3. ² 'what do you.' ³ 'each of'—201, R.
4. ⁴ 'sidē·rial.' ⁵ 'in this manner.' ⁶ 'should have a.'

44 ¹ 'must have a.' ² 'onto'—233, R. 2.

45 ¹ 'methinks.' ² 'a spirit.' ³ 240, 2. ⁴ 'high'—146, R. 3.

46 ¹ 'all my.' ² 'my own.' ³ 'in its.'

47 ¹ 'and wanting.'

50 ¹ 'Lyonnet,' Lēonā·. ² 'monsieur' mos'yē. ³ 'Strauss.'
⁴ 'tracheæ,' trā'kiē, pl. of 'trachea.' ⁵ 'one of the most.'

51 ¹ 'laminae,' lam·inē, pl. of 'lamina, a thin plate.' ² 'cad·dis.'
² 'ephem·eron.'

52 ¹ 'to himself.' ² 'as well as the.' ³ 'intellectual'—236, 4.
⁴ 'and you have an.' ⁵ 'peripatetic.' ⁶ 'it must also be.'
⁷ 'and it is as'—p. 142, R. 7. ⁸ 'are there'—211.

53 ¹ 'fervet opus.' ² 'everything.' ³ 'che non arde non incende,' *ké non árdè, non ínchandé.* See Extended Alphabet, p. 206, 24. ⁴ 'and patient.' See the Standard-Phonographic Dictionary, under ANCIENT.

54 ¹ 'as well as.' ² 212, R. 4. ³ 'ak'yurasi.' See Standard-Phonographic Dictionary, under ACCURATE and ACCURACY. ⁴ 'of his mind.' ⁵ 'for the sake,' *the* being omitted. ⁶ 'with this.' ⁷ 'of everything.'

55 ¹ 'Ignatius Loyolas's,' Ignáshius Lō.yōláz. ² 'and acquire a.' ³ 'on the other'—136. ⁴ 'as much.' ⁵ 'while theirs'—211. ⁶ 'concentration'—208, 2, *b.* ⁷ 'in his own.'

56 ¹ 'that which is.' ² 'much more'—164. ³ 'their own.' ⁴ 'as much.' ⁵ 'modesty'—216, *a.* ⁶ 'one's-self.'

57 ¹ 'in his own.' ² 'we do not.' ³ 'we must be'—236, 2. ⁴ 'that it is.' ⁵ 'unimproved'—p. 142, R. 5. ⁶ 'transferred'—213, R. 1.

58 ¹ 'at once.' ² 'see there.' ³ 'and in faith.' ⁴ 'La Fontaine's'—*La Fō.tān'z.* See the Appendix to the Compendium, §§ 12 and 13. ⁵ 'in so far.' ⁶ 'there should be.' ⁷ 'it can do.' ⁸ 'it cannot do.'

59 ¹ 'our own.' ² 'in the mind.' ³ 'in their way.' ⁴ 'can never.' ⁵ 'this kind.' ⁶ 'of his own.'

60 ¹ 'if there be'—209. ² 'I can.' ³ 'I have never.' ⁴ 'there is no more.' ⁵ 'intellectual'—236, 4.

61 ¹ 'Pestalozzi,' Pastalōt'sē. ² 'and feed.' ³ 'so many.' ⁴ 'who are.' ⁵ 'of other men.' ⁶ 'encumber'—228, R. 1, *c.*

62 ¹ 'of our'—246, 1. ² 'when they are'—211. ³ 'can be said'—245. ⁴ 'whatsoever'—232, 16. ⁵ 'in your.' ⁶ 'much more than'—164. ⁷ 'that can'—217. ⁸ 'in their'—211. ⁹ 'withal'—233. ¹⁰ 'it is also to be'—250, 2. ¹¹ 'but of the'—201, R. 4. ¹² 'whereas the'—p. 142, R. 7.

63 ¹ 'Magna Charta'—228, 10. ² 'object'—142, R. 1. ³ 'must be made.' ⁴ 'by men.' ⁵ 'ought to be able'—250, 2. ⁶ 'Richter'—p. 211, No. 66; p. 206, § 24, No. 66; p. 205, § 20, R. 1, c. ⁷ 'out of'—201, R. 4.

64 ¹ 'upon our own.' ² 'and self-control.' ³ 'must have their'—236, 3; 211. ⁴ 'on the contrary'—*the* being omitted. ⁵ 'I am not only.' ⁶ 'as they'—246, 4. ⁷ 'on their part.' ⁸ 'Pythagoras's.' ⁹ 'sensuality.'

65 ¹ 'one's-self'—232, R. 7. ² 'of his own.' ³ 'it is necessary that.' ⁴ 'as well as his'—p. 142, R. 7, b. ⁵ 'will-be-regarded with quite a new interest.'

66 ¹ 'which must be done.' ² 'may also be.' ³ 'because they do not.' ⁴ 'in the world'—*the* being omitted. ⁵ 'and are.'

67 ¹ 'in the world.' ² 'and expend the.' ³ 'give you'—245. ⁴ 'no man.' ⁵ 'an object.' ⁶ 'it is only.'

68 "A Prayer in Summer.." ¹ 'wilt.' ² 'perfumed.' ³ 'upgushing'—229 and R. 1, a. ⁴ 'I cannot.' ⁵ 'I can never.' ⁶ 'I know'—245. ⁷ 'I shall.' ⁸ 'better than.' ⁹ 'that are'—37, R. 2, c.

69 ¹ 'I can.' ² 'angels'—164, R. 1, b. ³ 'hear their'—211.

70 ¹ 'wha [=who] hangs his head and a' that.' ² 'o' (=au') in the direction of Bee, is used in this extract as a word-sign for the Scotch *a*, that is, contracted *all*. ³ 'daur' = dare. ⁴ 'gowd' = gold. ⁵ 'hamely' = humble. ⁶ 'gie' = give. 'Selks' is the Scottish pronunciation of *silks*. ⁷ 'birkie' = bē'ky, a fine fellow. ⁸ 'ca'd' = called. ⁹ 'coof' = fool.

71 ¹ 'aboon' = above. ² 'guid faith, he maunna fa' that' = 'surely, he must not attempt that'; 'guid' = good—p. 210, § 25, No. 29; p. 202, § 7; p. 203, § 9, 3. ³ the usual word-sign for *of* is used in this extract for *o*, the Scottish pronunciation of *of*. ⁴ 'gree' = palm, supremacy. ⁵ 'in a word.' ⁶ 'we have done the'—249. ⁷ 'as-far-as intellect'—246, 4.

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